

PHONICS ACTIVITY BOOK

\$2
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Signatures

**Phonics Activity
Book**

GRADE 1

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C O N T E N T S

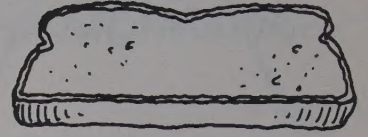
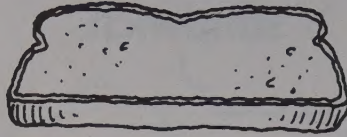
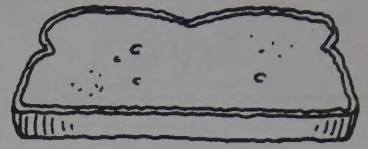
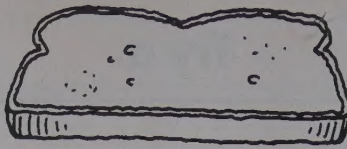
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Initial Consonant /f/f	5-6
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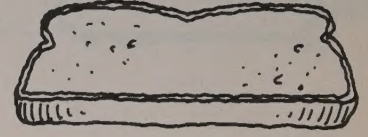
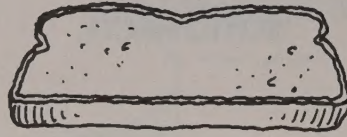
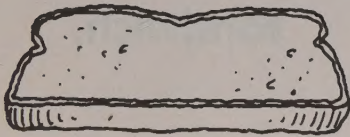
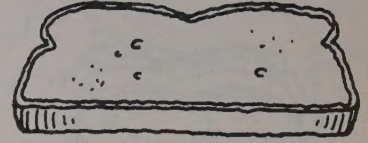
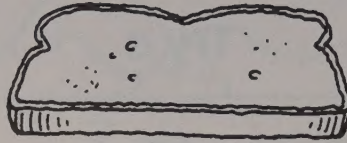
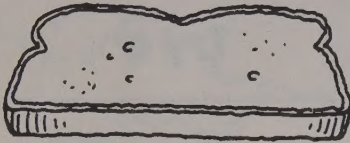
Ss

is for
Silly Sandwiches.



2

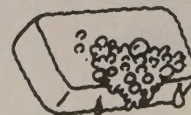
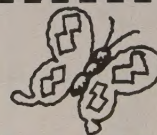
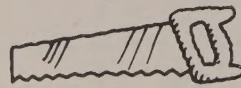
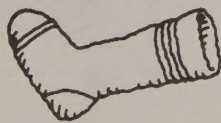
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6

8

10



Have children trace Ss and cut out the pages and the pictures.
Then have children make a silly-sandwich book by pasting on each
sandwich one of the pictures whose name begins like *sandwich*.
Have them write the sandwich names.

Try a

sandwich.

⑤

Try a

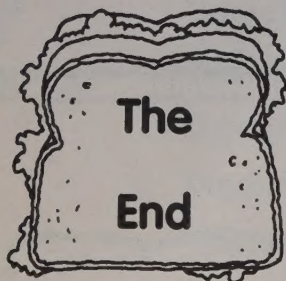
sandwich.

③

Try a

sandwich.

①



Try a

sandwich.

⑨

Try a

sandwich.

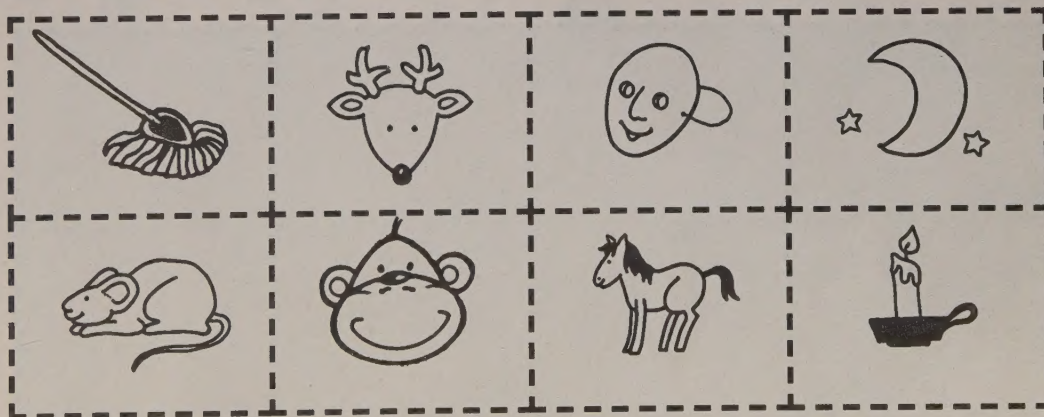
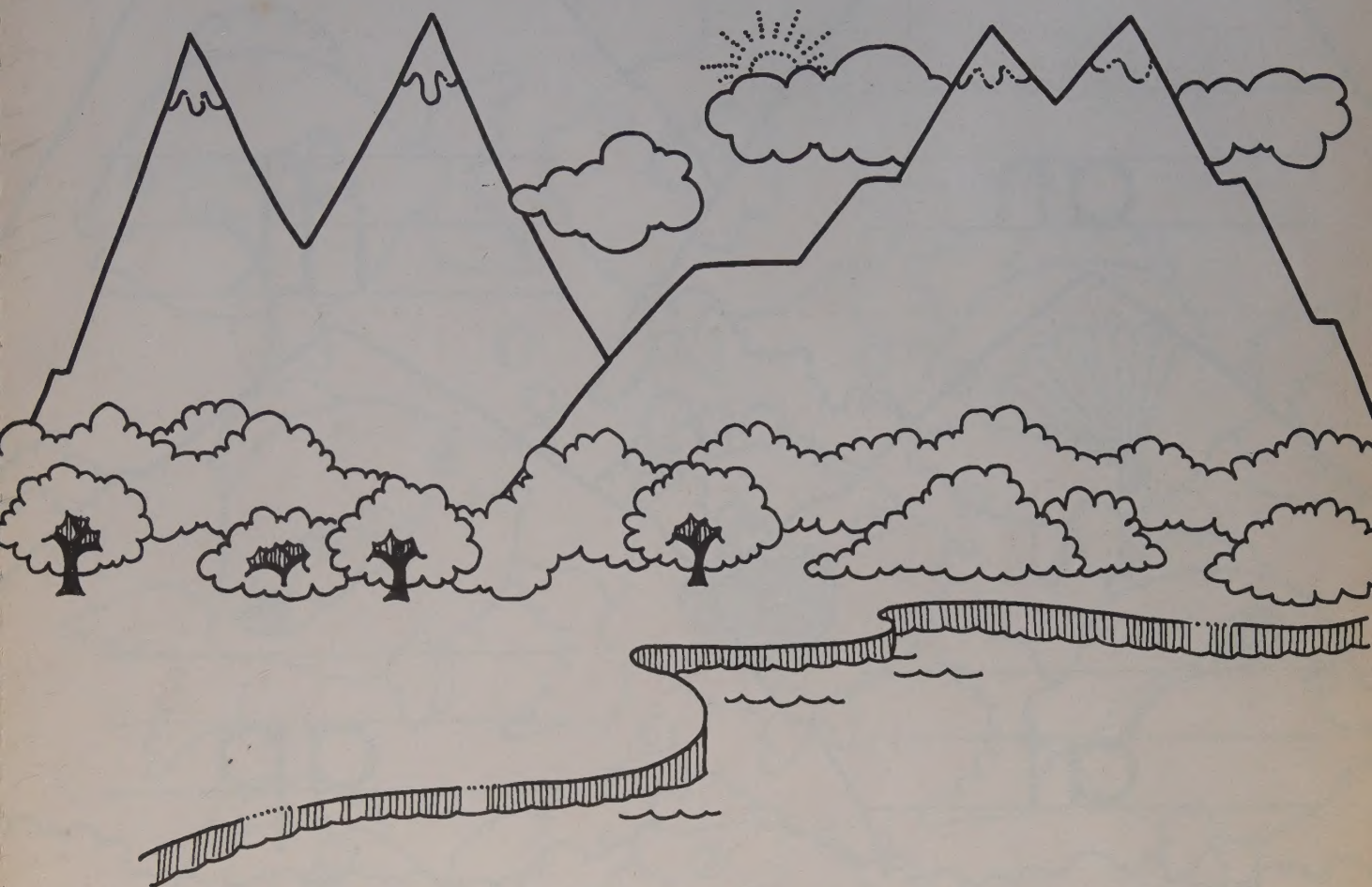
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2

Initial /s/s

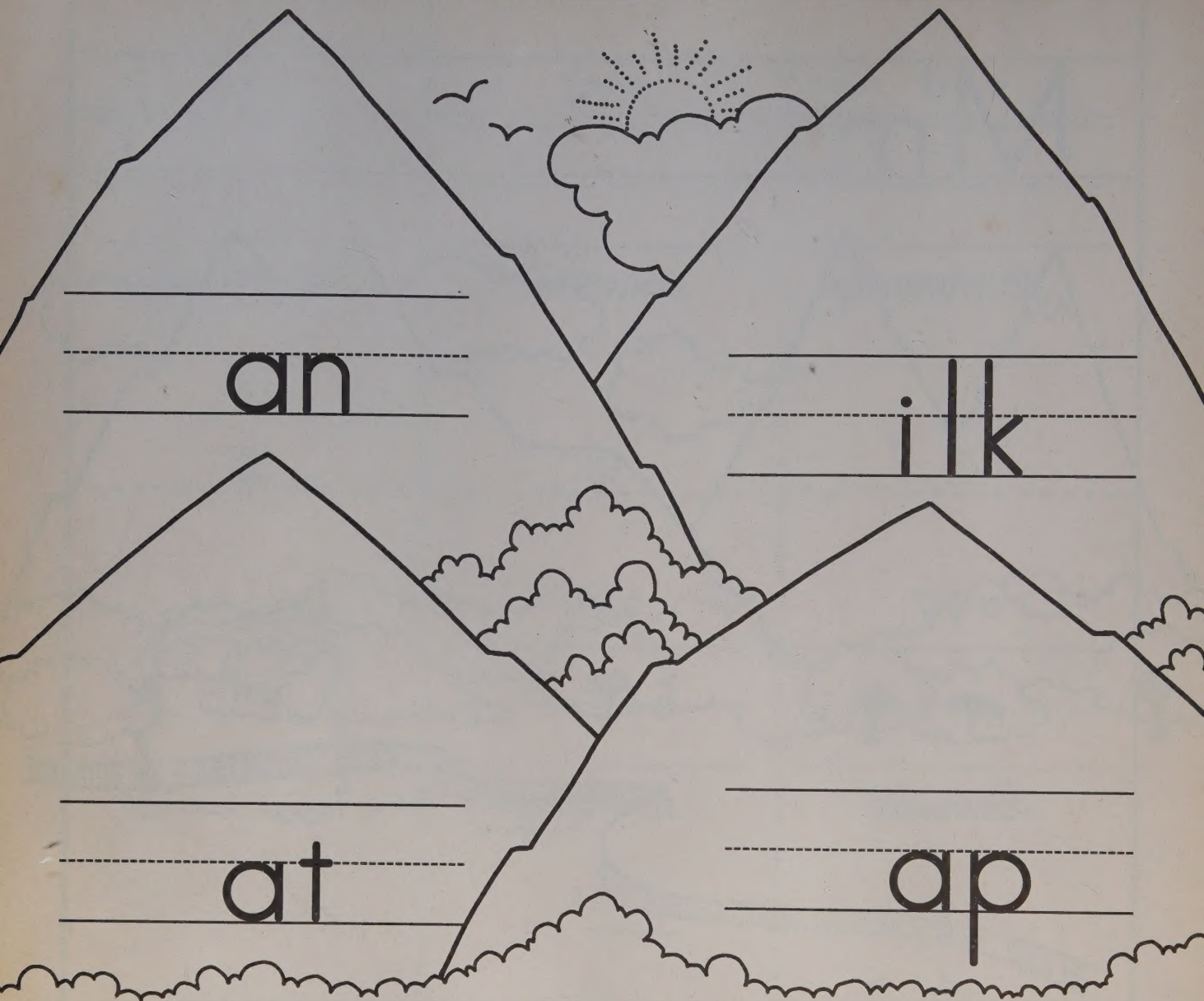
Name _____

Mm



Have children trace and write *Mm*. Then have them cut and paste on the mountain range the pictures whose names begin like *mountain*.

Name _____



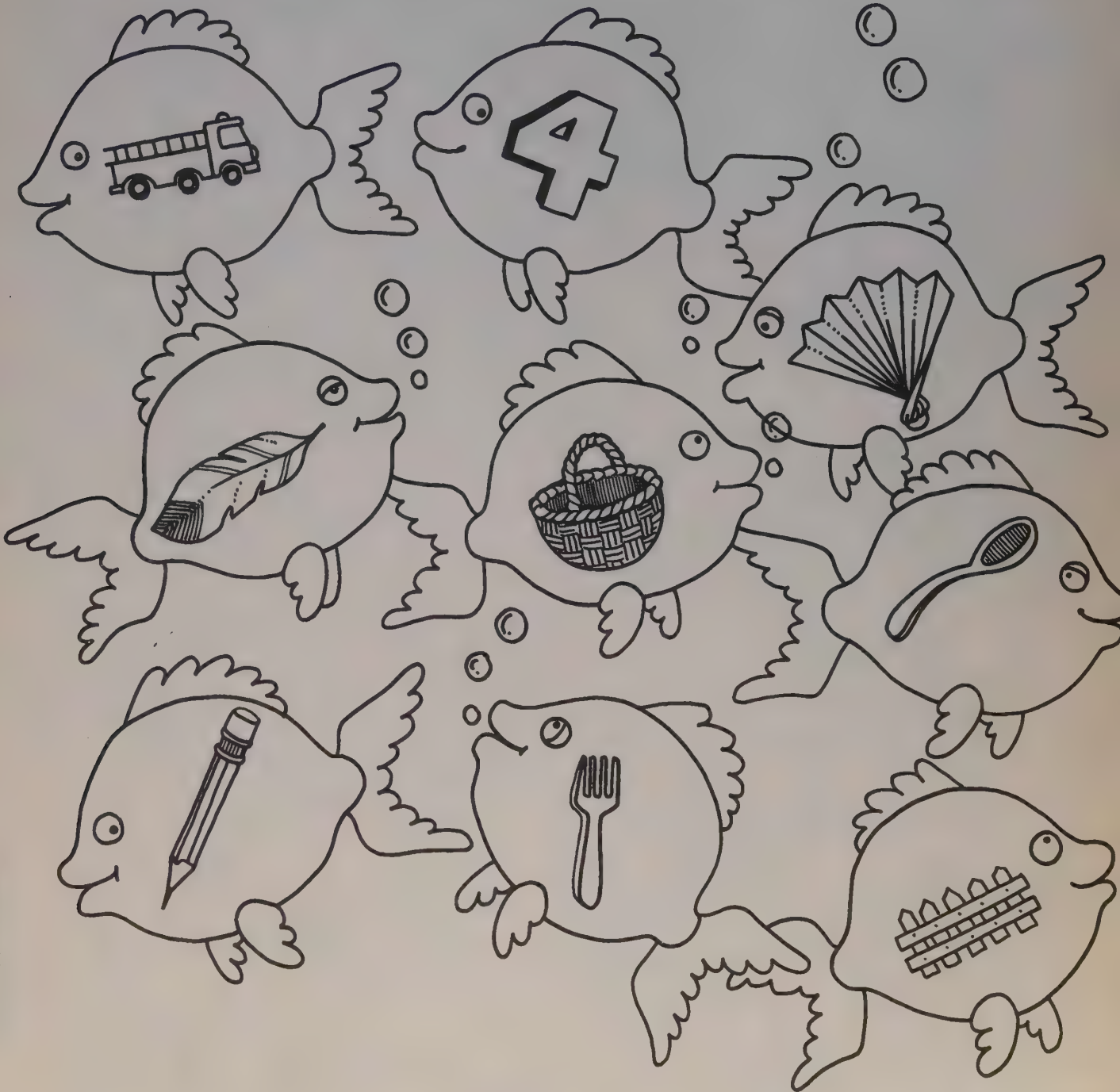
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Initial /m/m

Have children complete each word by writing the letter *m*. Then help them read the words and have them illustrate each word.

Name _____

Ff



Have children trace and write *Ff*. Then have them color each fish that has a picture whose name begins with the same sound as *fish*.

Name _____

5 _____ ive

_____ at

_____ ire

_____ ootball

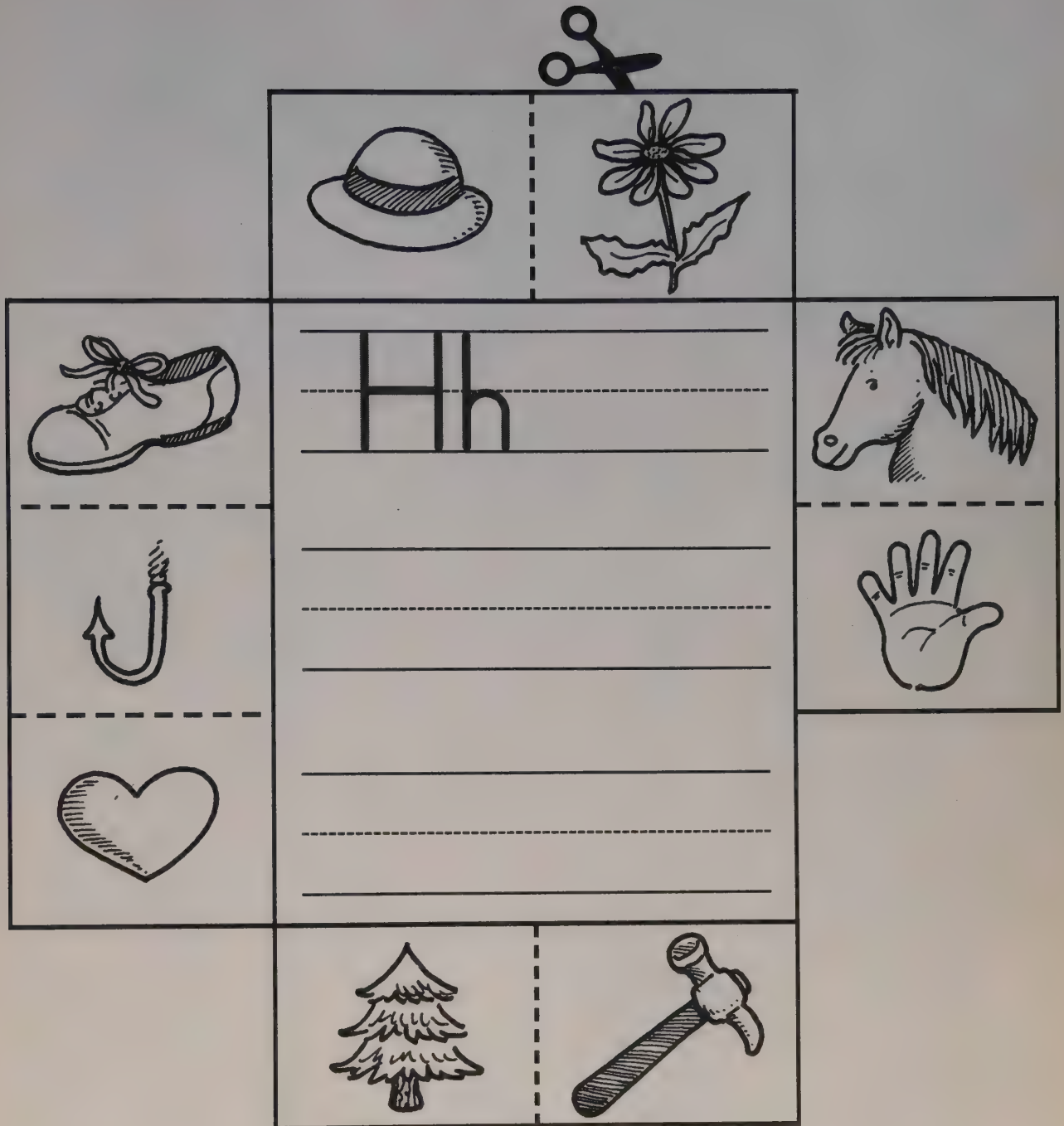
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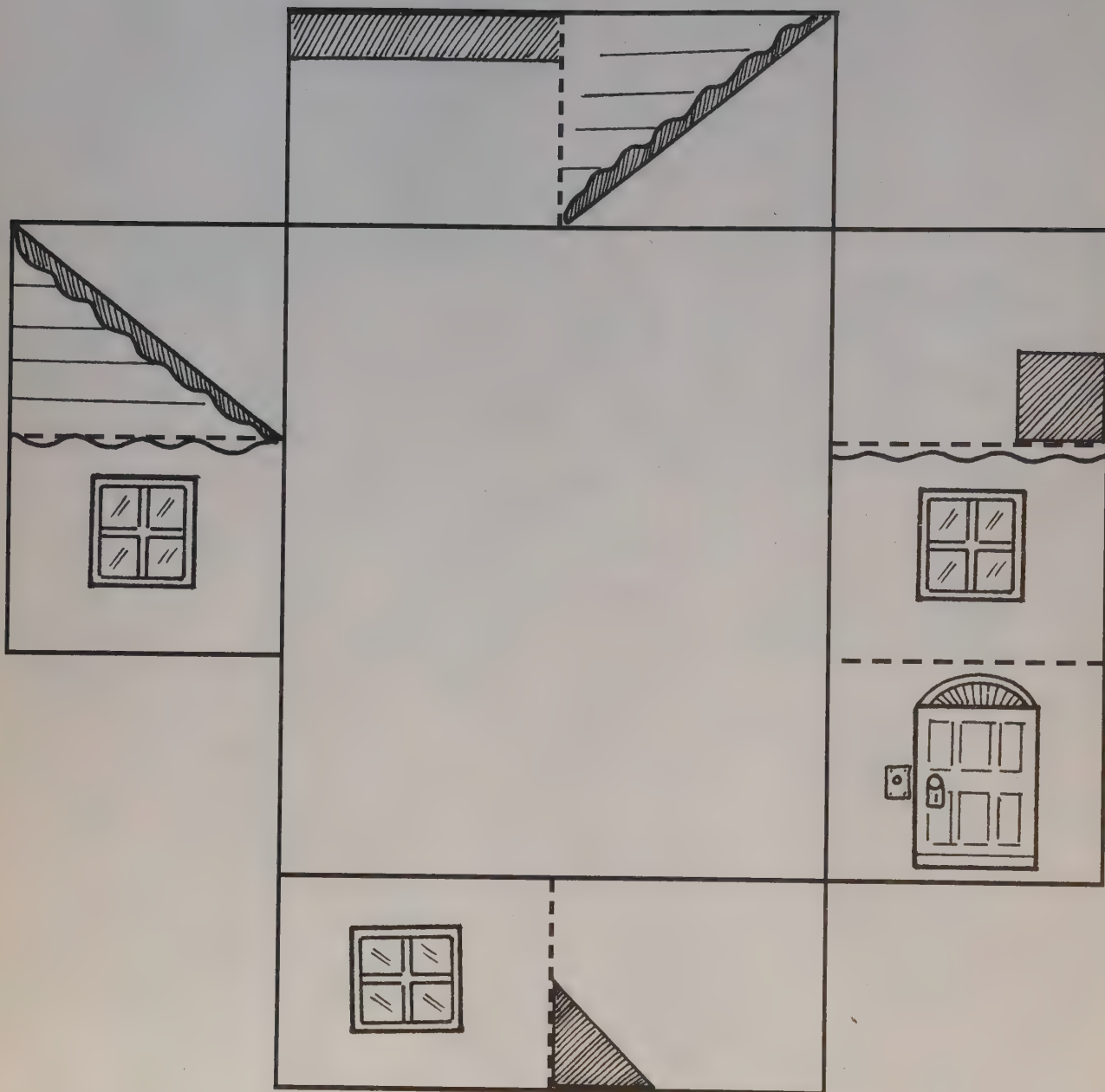
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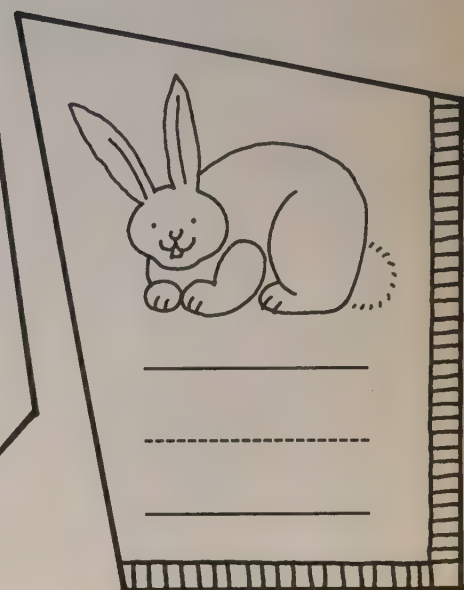
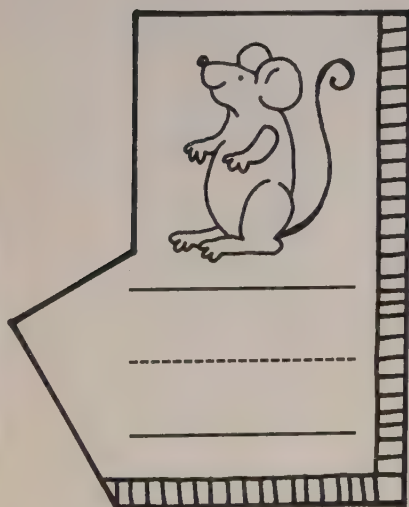
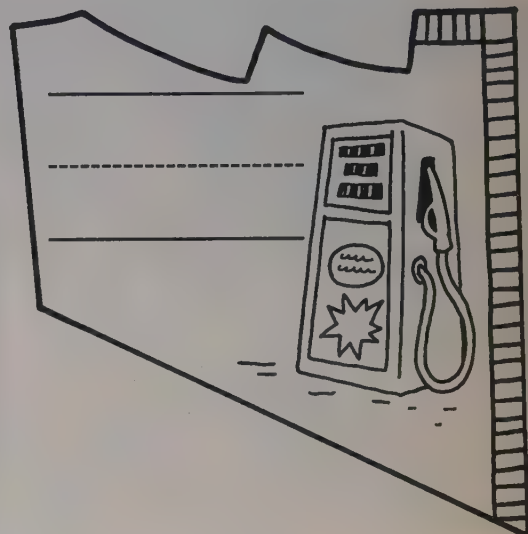
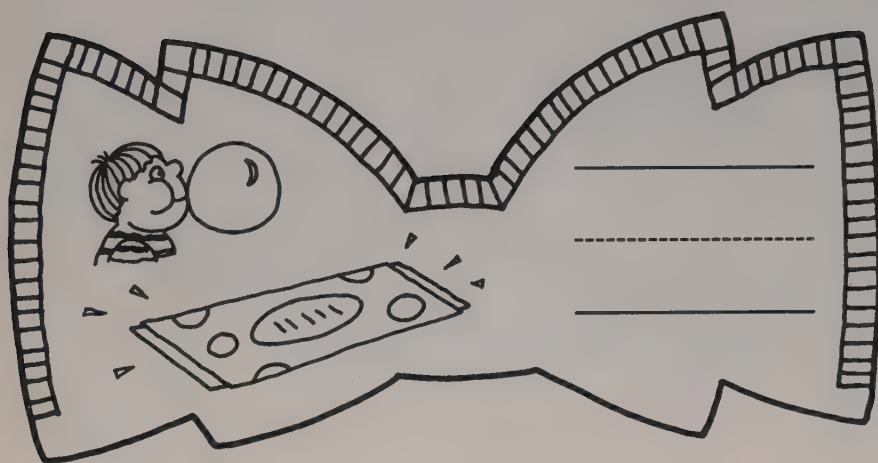
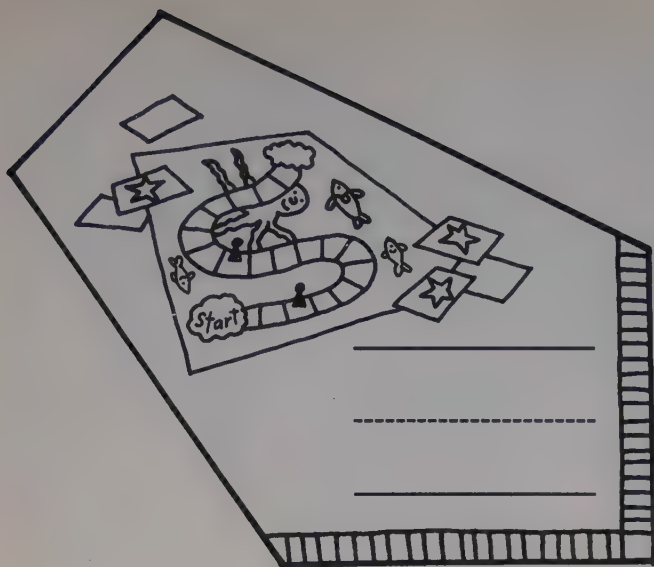
Initial /f/f

Have children name each picture and write *f* to complete the words that have the same beginning sound as *fish*.

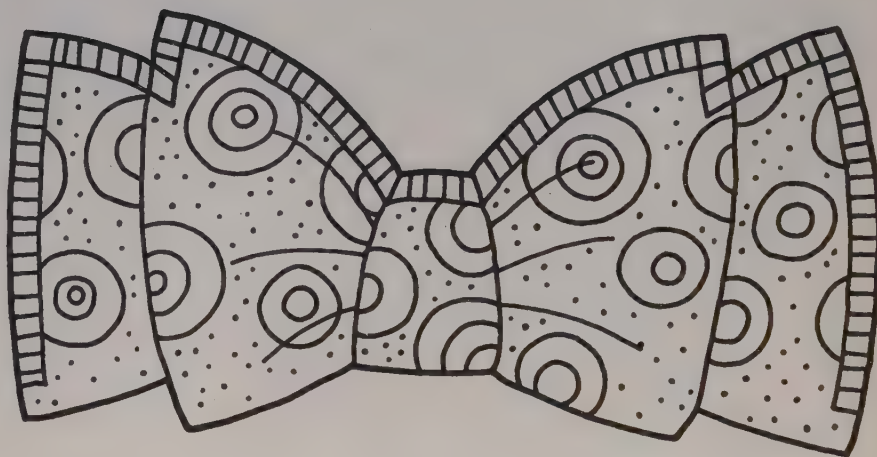
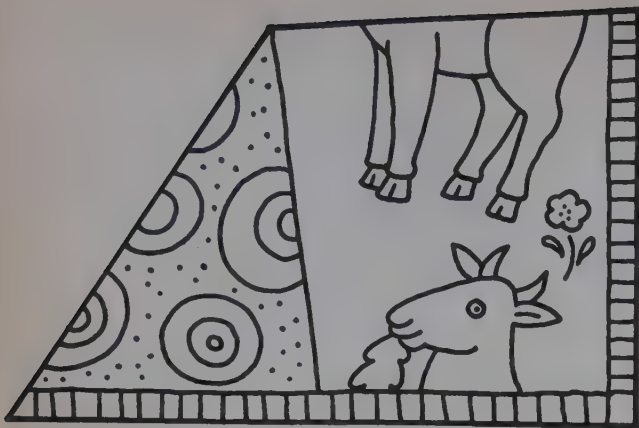


Have children trace and write *Hh* and cut out the shape. Next, have them cut the dashed lines. Then have them fold towards the letters each picture whose name begins with the same sound as *house* and cut off the three remaining flaps. Have children identify the picture.





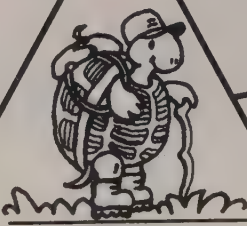
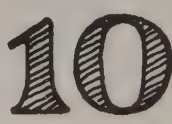
Have children write *Gg* on each puzzle piece that has a picture whose name begins like *gift*. Children then cut out those pieces, work the puzzle, and paste the completed gift on art paper.



10

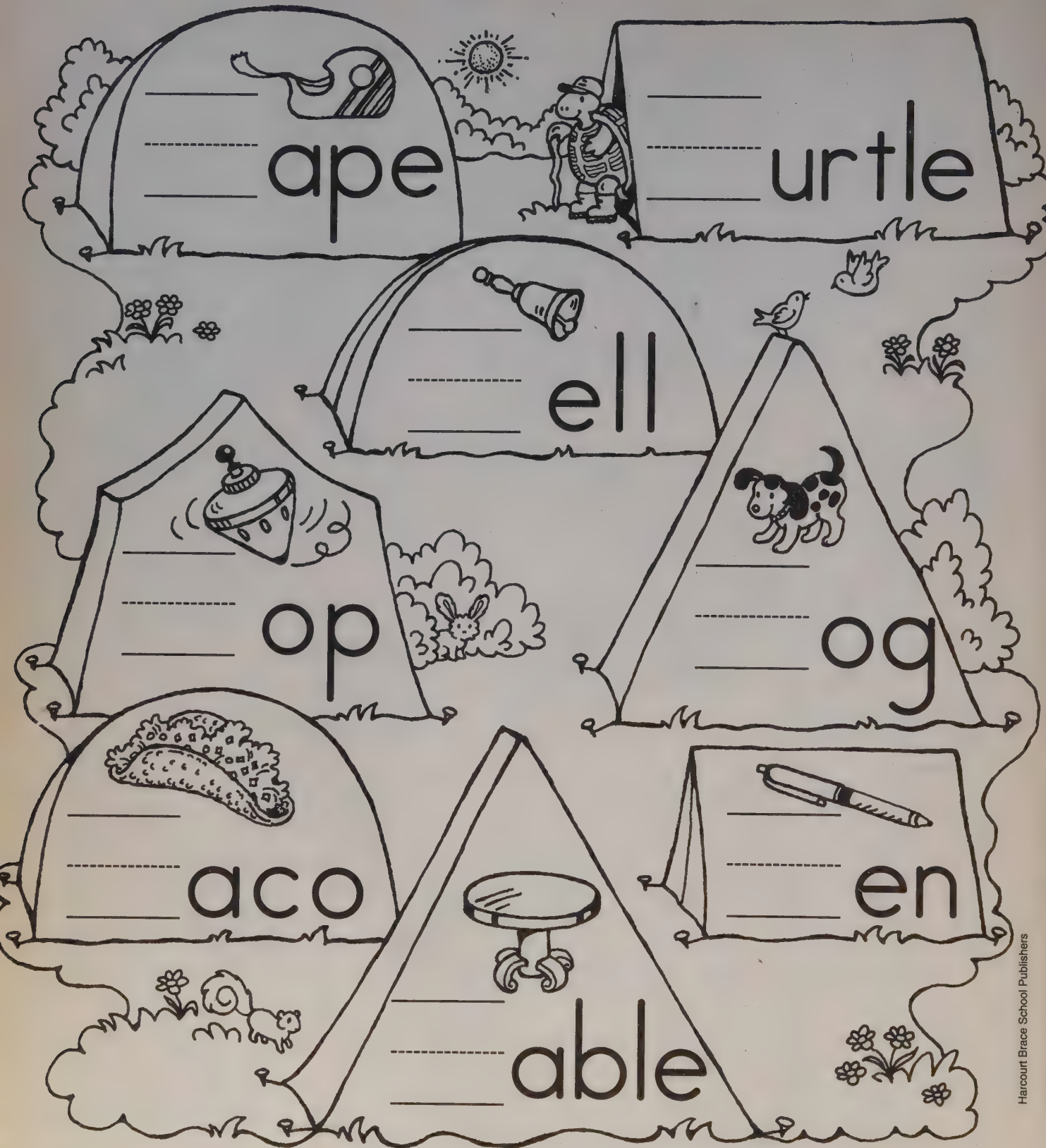
Initial /g/g

Name _____

_____ _____ _____ 		_____ _____ _____ 
_____ _____ _____ 	_____ _____ _____  	_____ _____ _____ 
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Have children name the pictures and write *Tt* by each one whose name has the same beginning sound as *tent*. Then have children find the hidden picture by coloring each space in which they see *Tt*.

Name _____



Have children name each picture and write *t* to complete the words that have the same beginning sound as *tent*. Then have them color the tents containing words with initial /t/t.



_____ 's

Cc

Book

②

④

⑥

⑧

⑩

Have children trace Cc and then help them cut out and assemble the booklet. Then help children identify the pictures. Have them write c to complete each picture name and write and illustrate their own words that begin with /k/c.



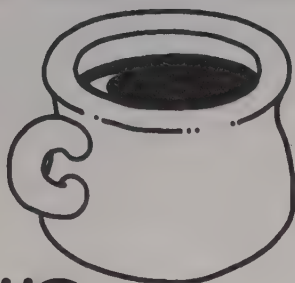
ar

③



ow

①



up

⑦



one

⑤

The
End

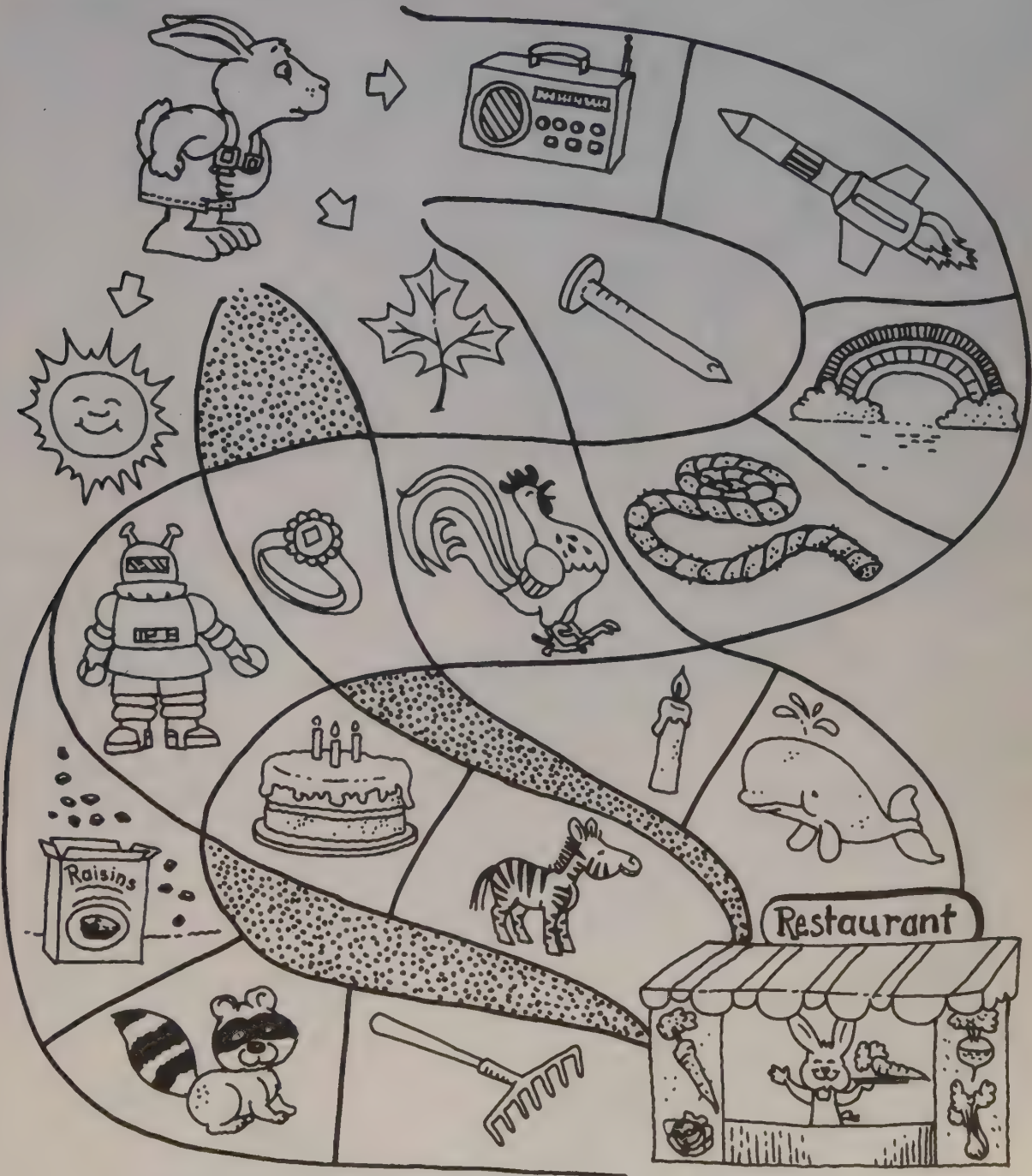


at

⑨

Name _____

Rr



Have children trace and write *Rr*. Tell children they can help Robby find the road to the restaurant by coloring each space red if the picture name begins like *road*.

Name _____



ead



ick



ide



ake

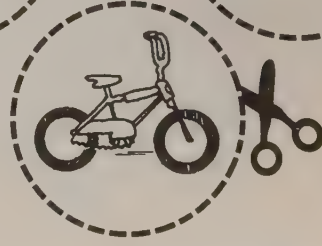
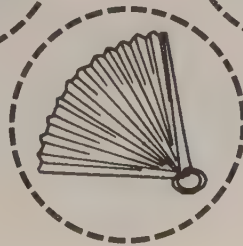
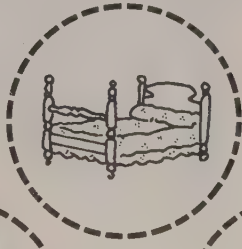


un



wim

Name _____



Have children trace and write *Bb*. Then have them cut and paste near the bear the bubbles with pictures whose names begin like *bubble*.

Name _____

My Favorite Bubble Pictures

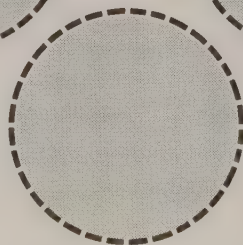
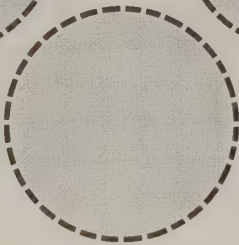
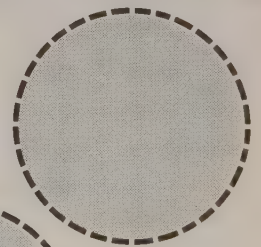
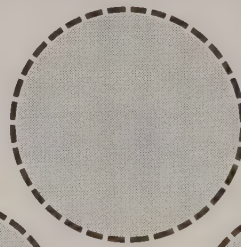
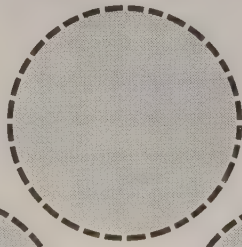
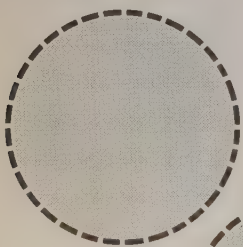


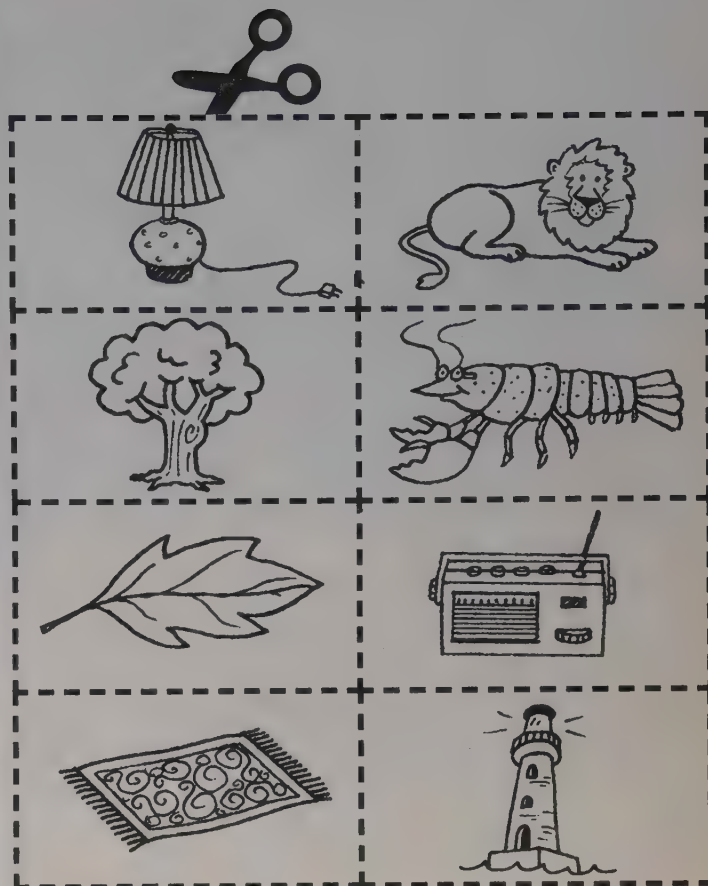
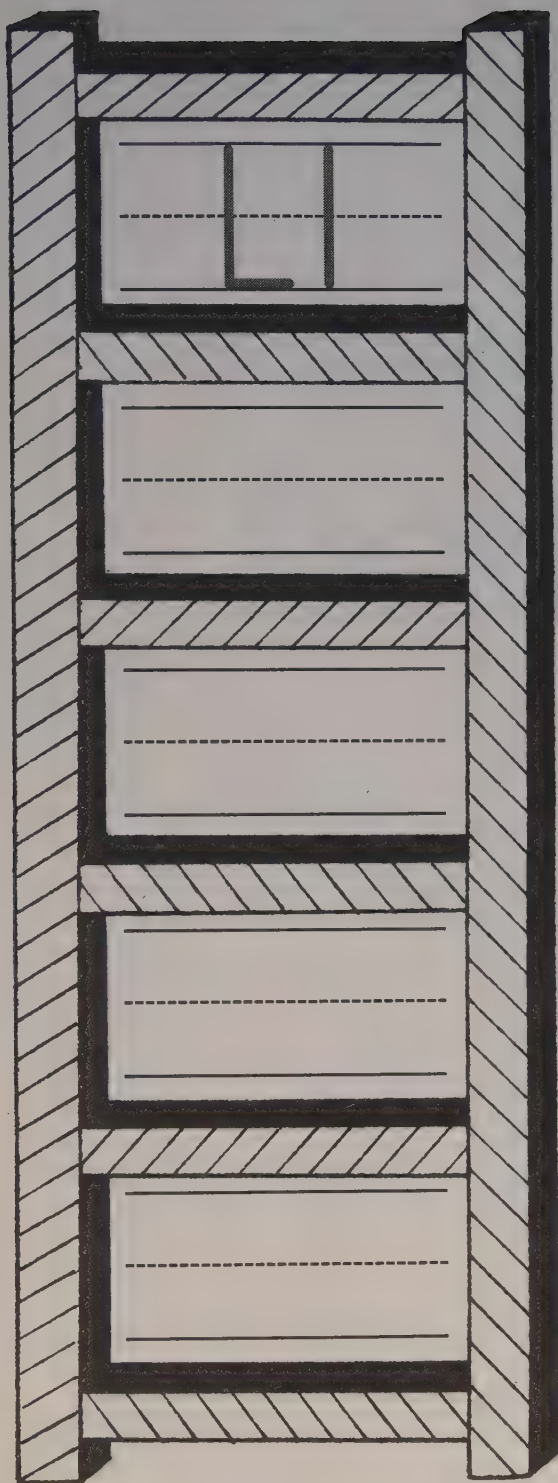
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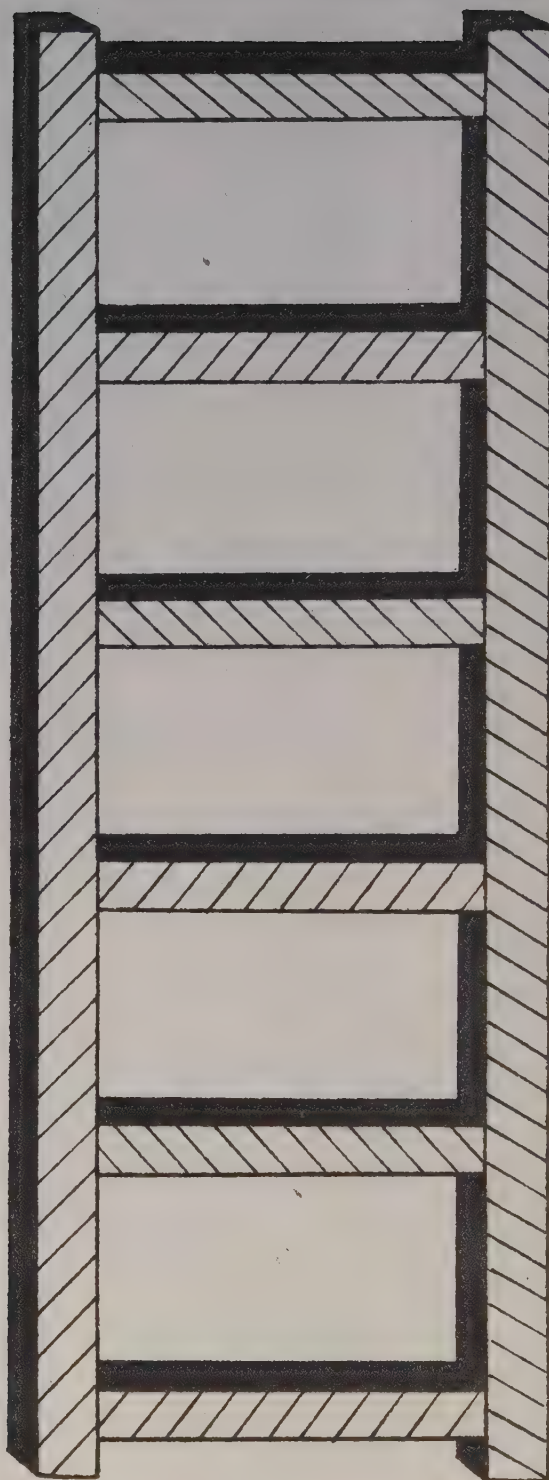
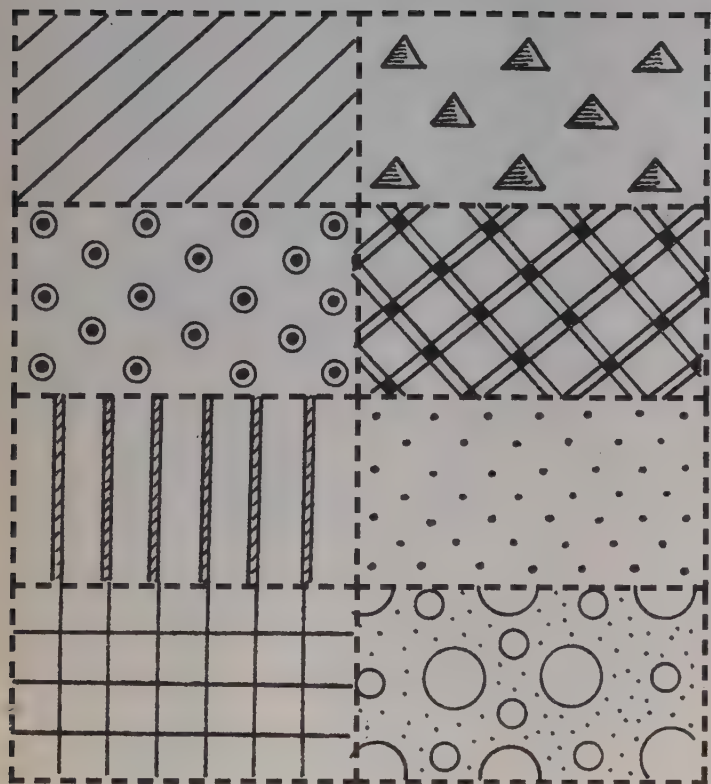
ed

ell





Have children trace and write *L/l* on their ladder and cut out the ladder and the cards. Two players then take turns picking a card, naming the picture, and placing it on their ladder if the picture name begins like *ladder*. The first player to fill his or her ladder wins.

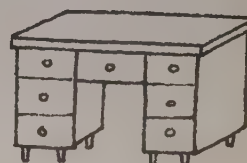
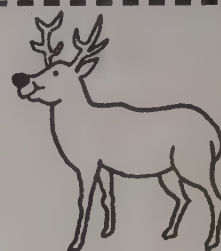
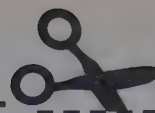
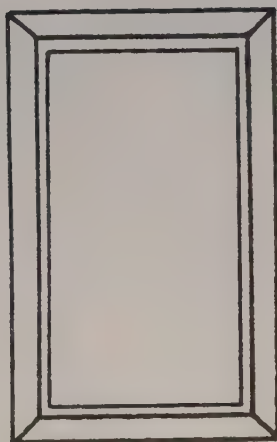


Dd

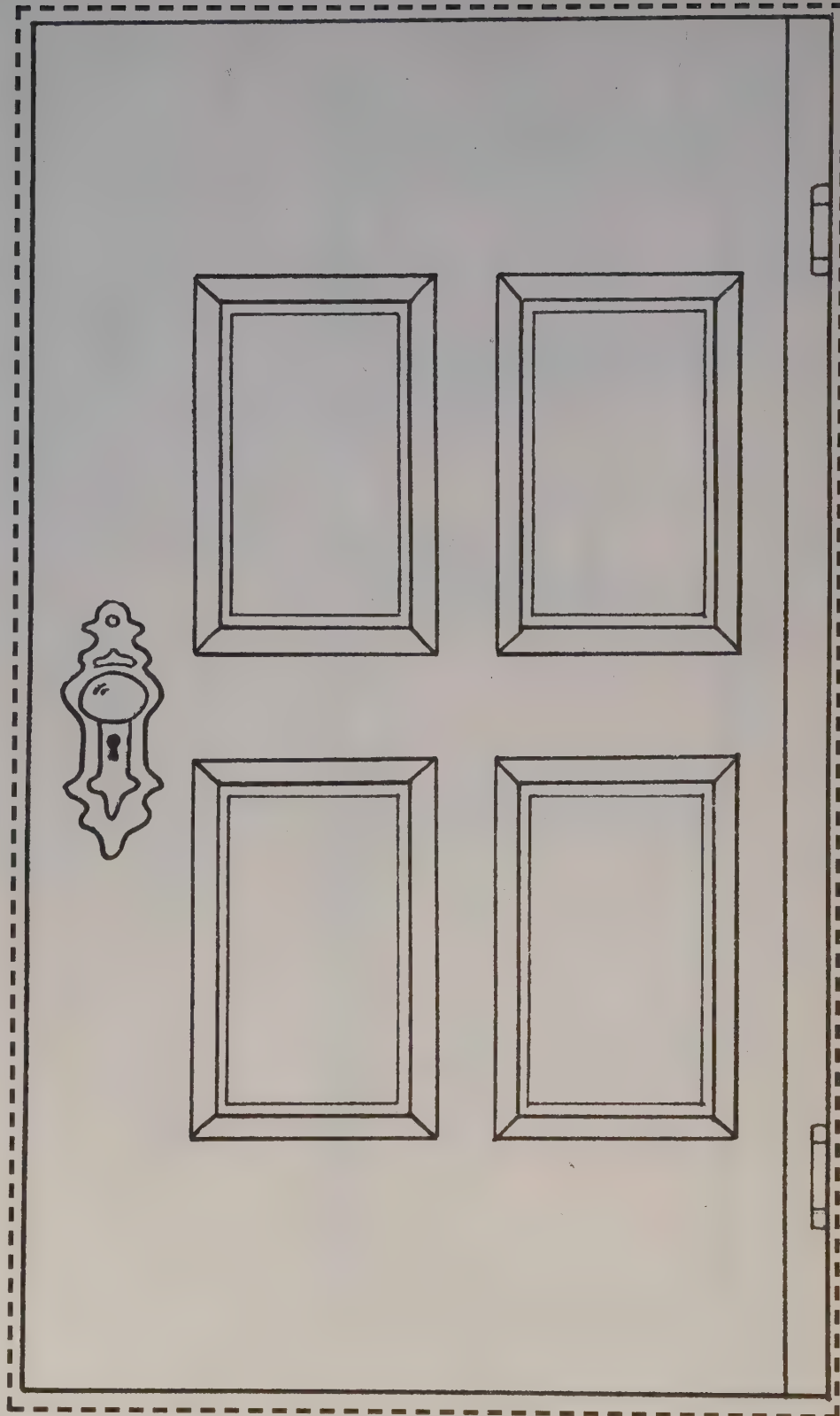
's

(your name)

Door



Have children trace and write *Dd*. Then have them cut out the door and paste the left-hand edge onto art paper so that the door opens. Have them paste behind the door pictures whose names begin with the same sound as *door*.





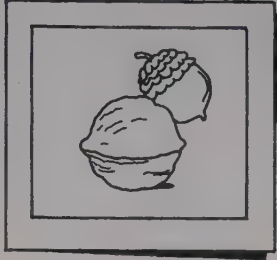
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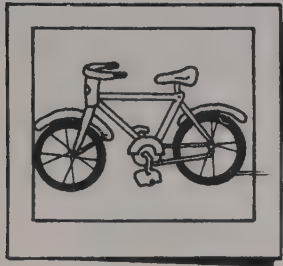
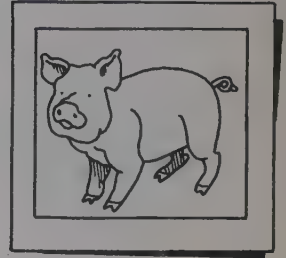
Tuesday 5¢ Daily

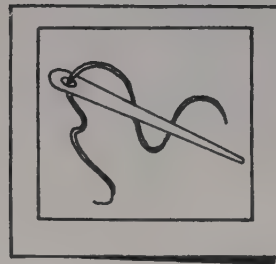
by _____
(your name)

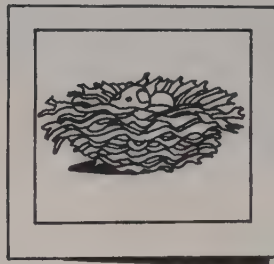


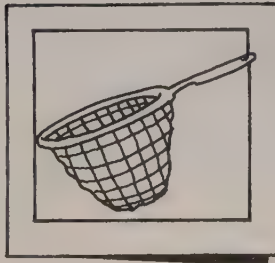
Nn

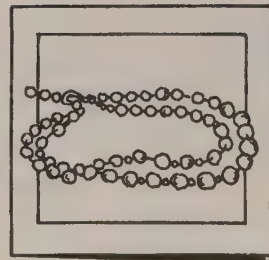
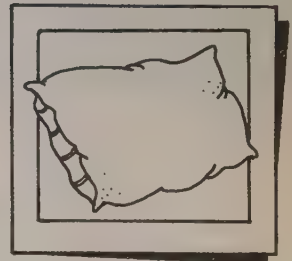




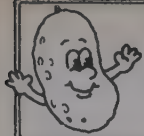




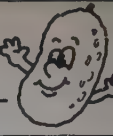




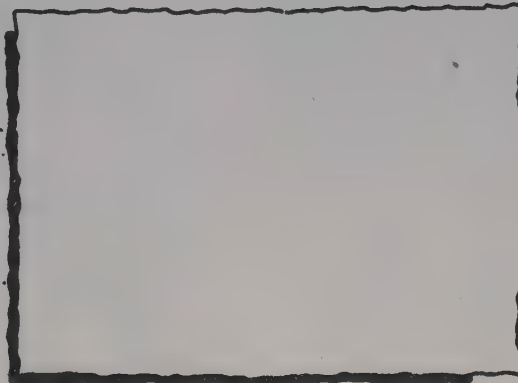
Have children write *Nn* beside each picture whose name begins like *newspaper*.



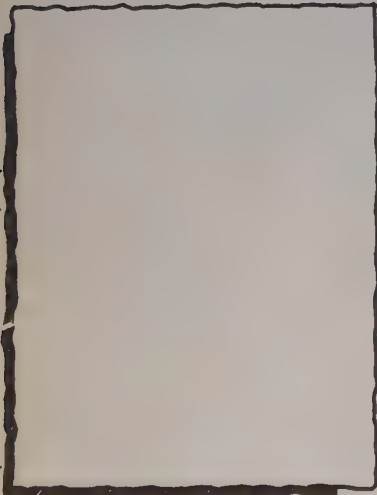
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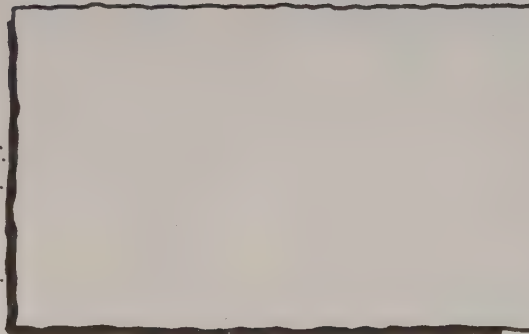
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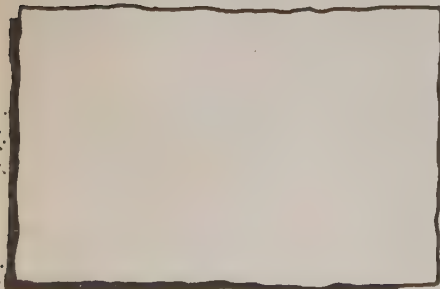
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Name _____

Ww



Have children trace and write Ww. Then have them help Wally find his way by coloring each space that has a picture whose name begins like *walk*.

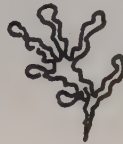
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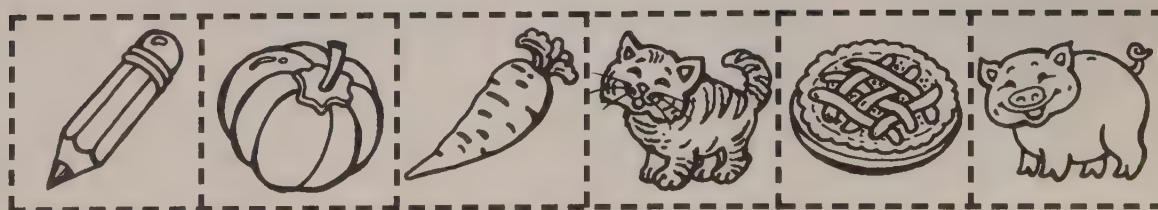
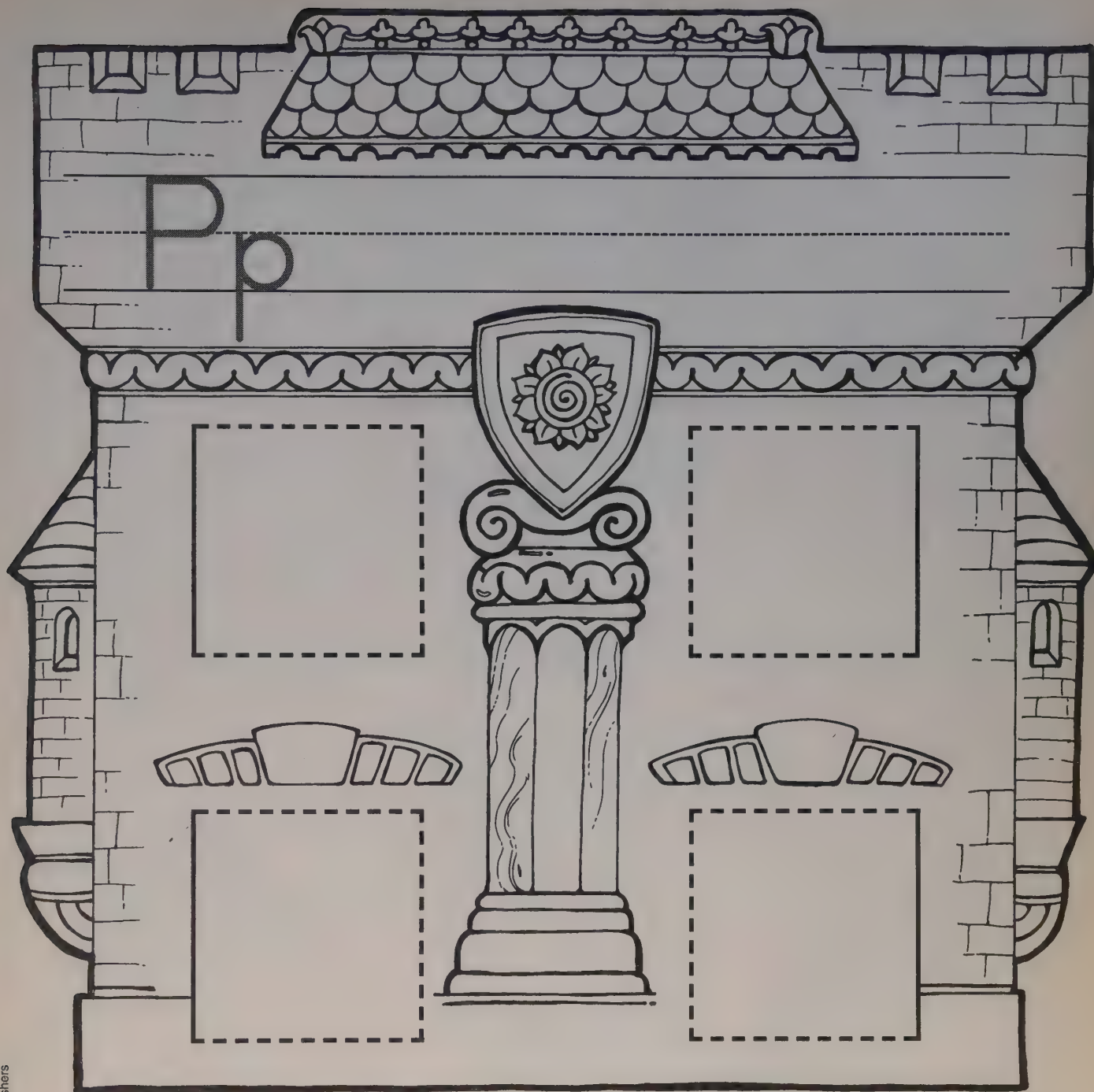
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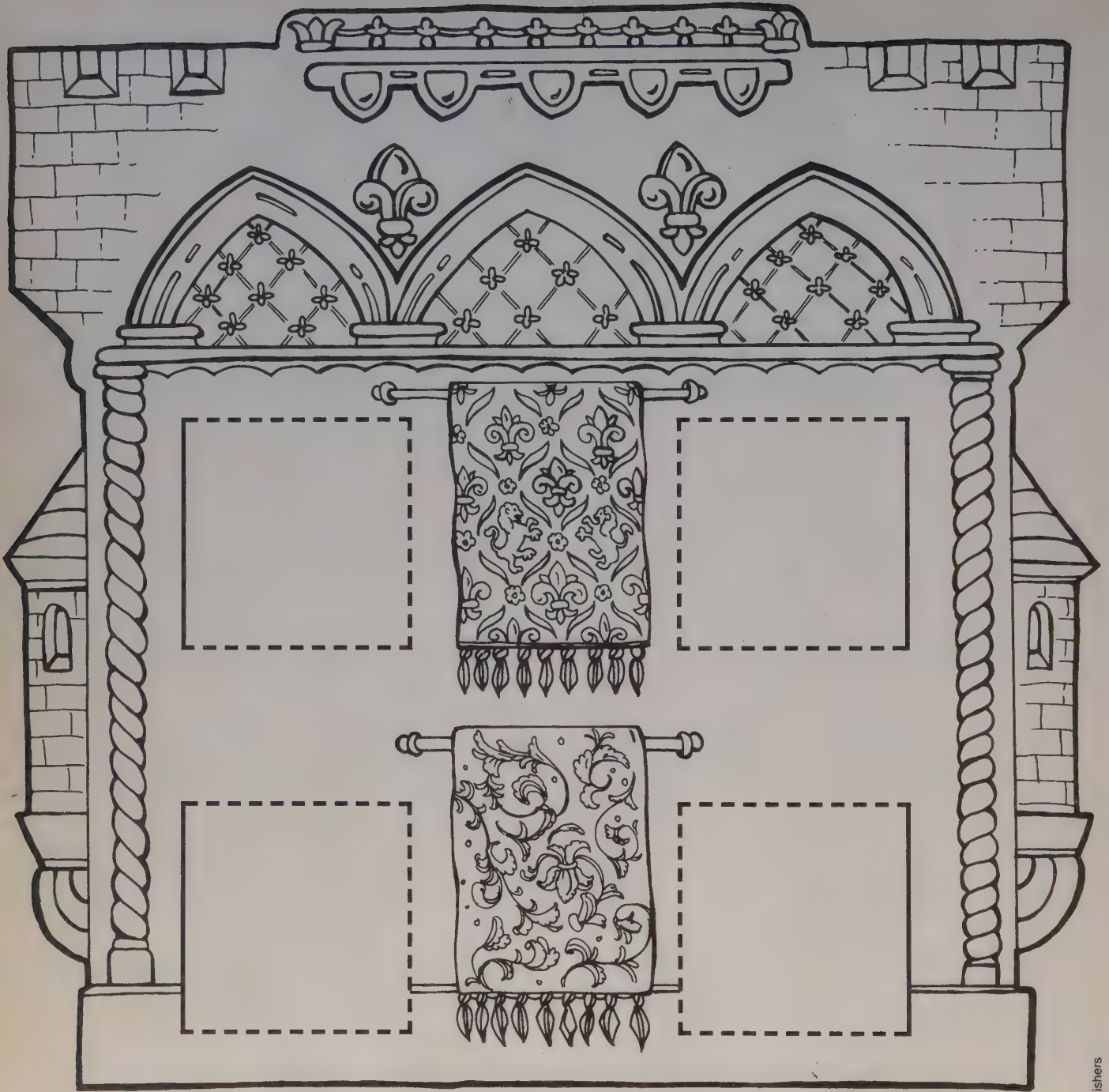


all





Have children trace and write *Pp* and cut out the pictures and the palace. Children cut the windows so that they open and close and then paste the palace onto art paper. Have children paste behind each window a picture whose name begins like *palace*.

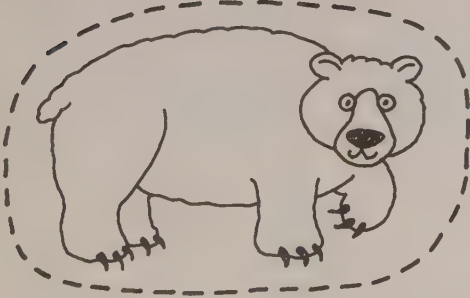
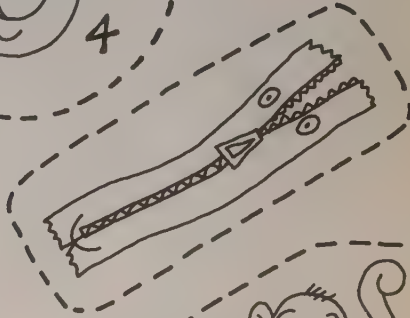
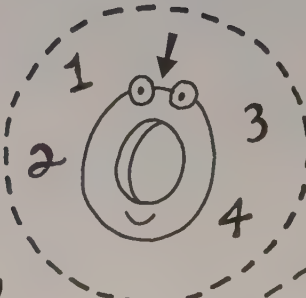
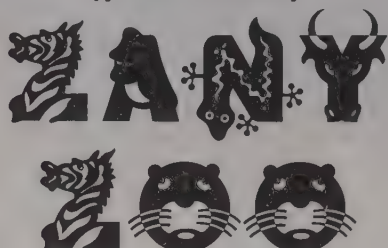


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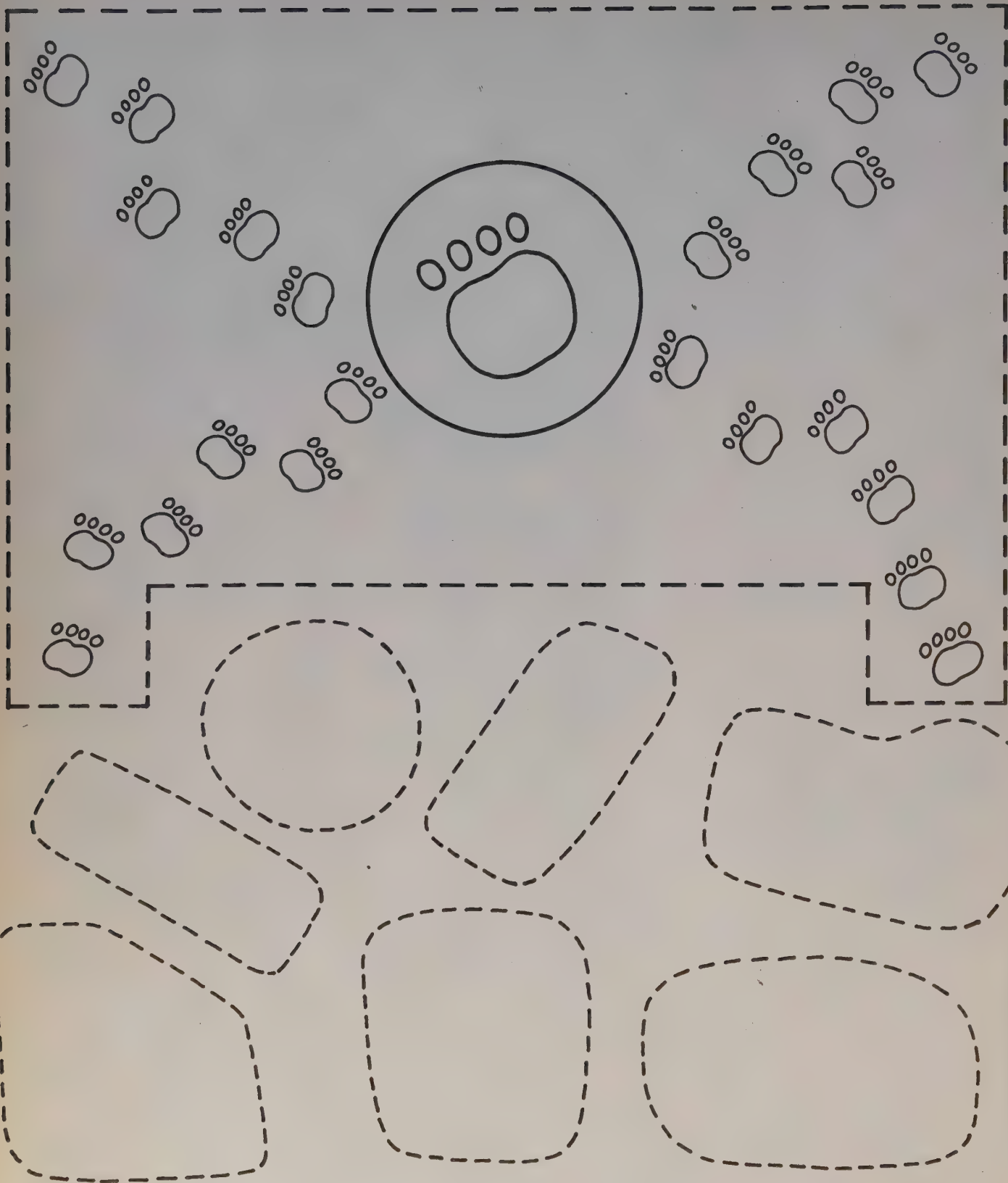
Zz

's

(your name)



Have children trace and write Zz and then cut out the sign and paste it on art paper. Then have children cut out the pictures whose names begin like zoo and paste them in the zoo.



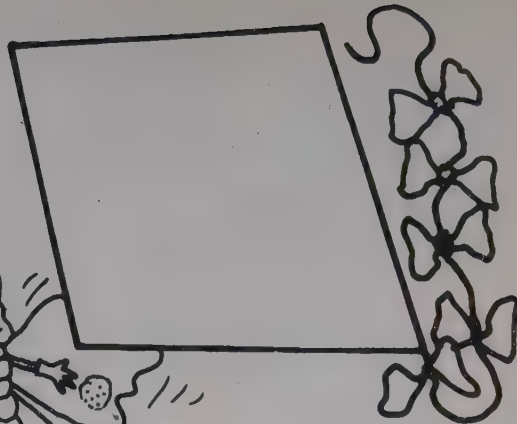
Name _____

Kk

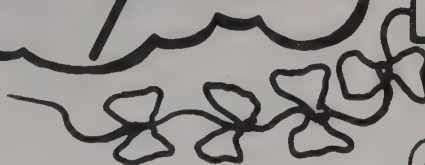
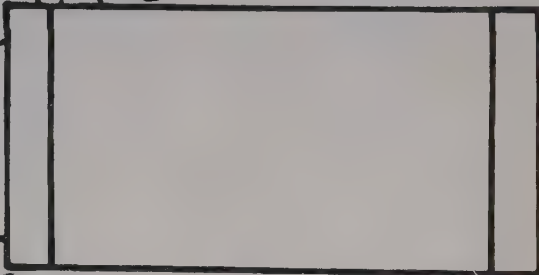


Have children trace and write *Kk*. Then have them color each kite that has a picture whose name begins like *kite*.

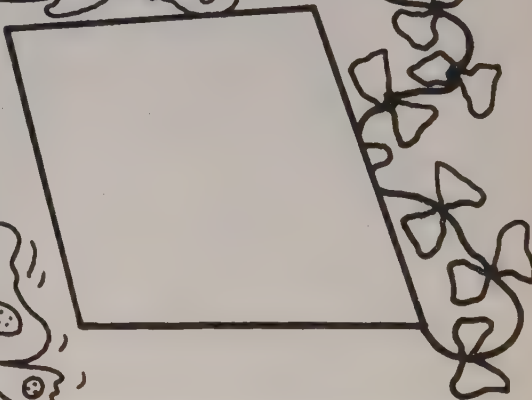
_____itten



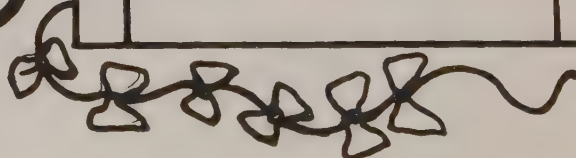
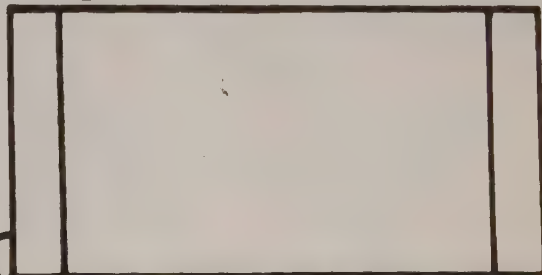
_____ey



_____ing



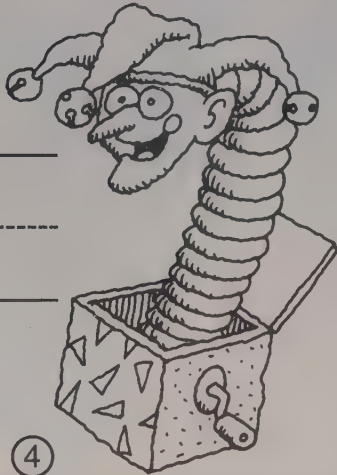
_____ick



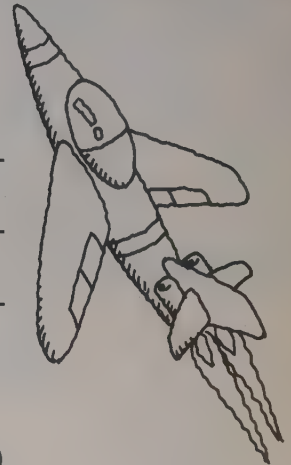




2



4



6

8

10

Help children assemble the booklet. Have them name the pictures and write *Jj* by each one. Then have children draw something that begins with /j/ to complete pages 7–10.



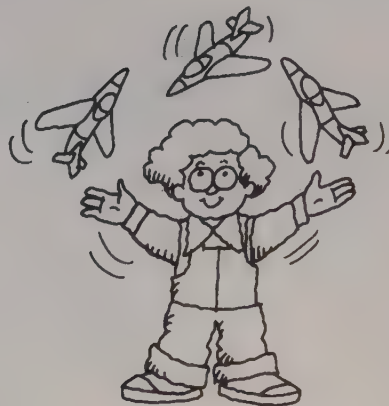
3



1



7

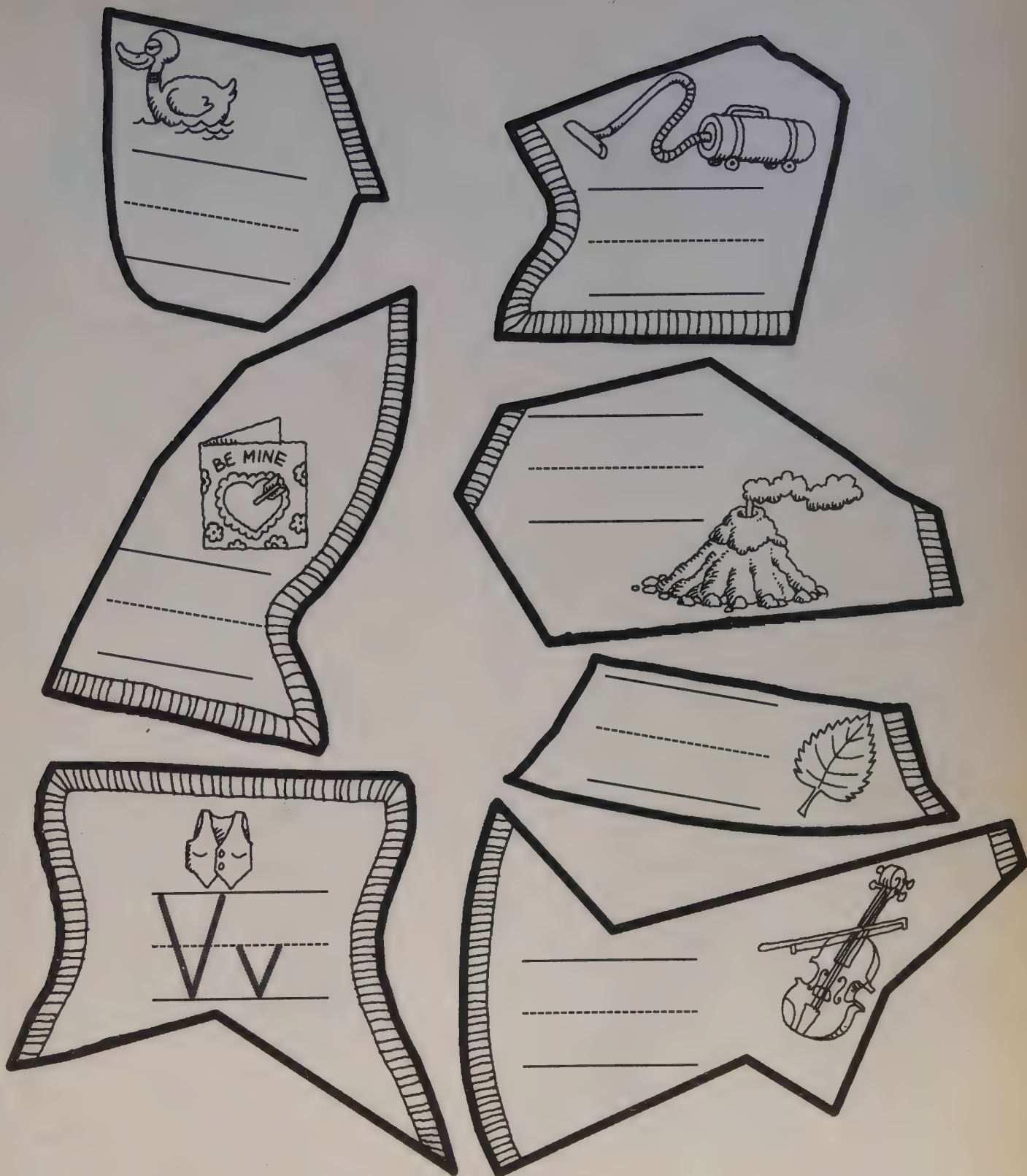


5

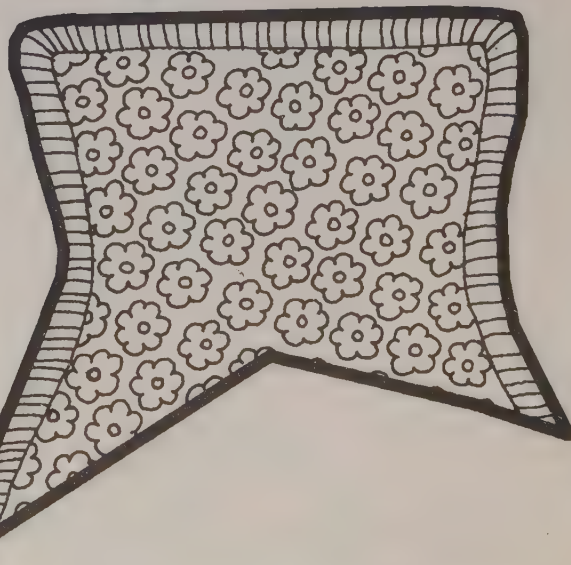
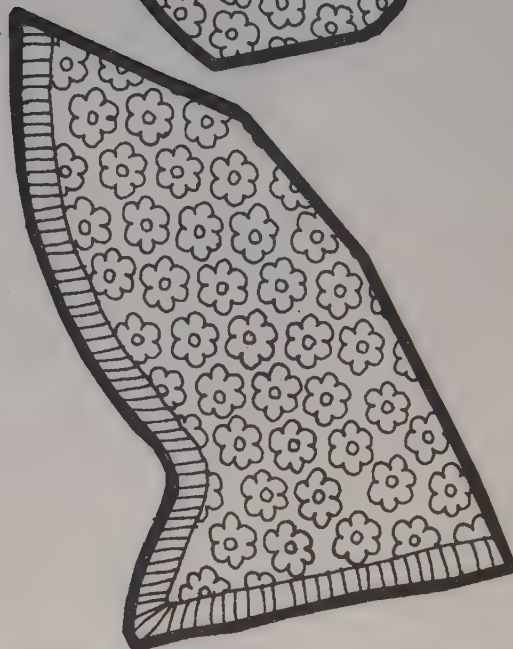
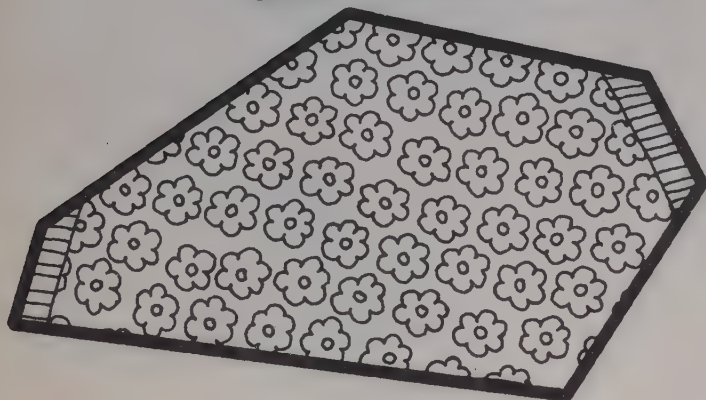
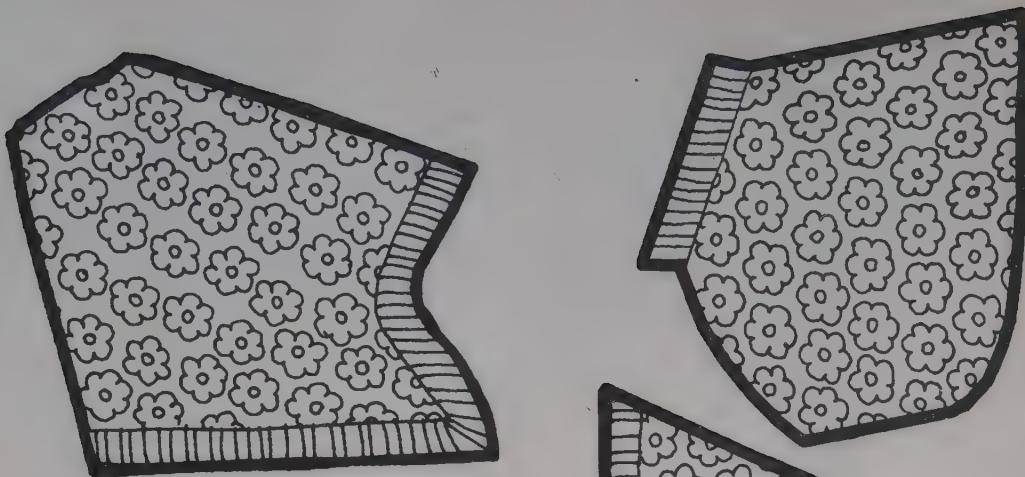
**The
End**



9



Have children trace and write Vv and cut out the vase pieces. Children should find the pictures whose name begins with the same sound as vase and use those pieces to put together the puzzle. Have children glue the completed puzzle onto art paper.





Fold



Zz

The

End

's

(your name)

Consonant House



Have children cut out the houses and assemble them into a book.
Have children trace each letter and draw a picture for the beginning
sound represented by each letter.



Fold



Bb

Vv

Cc

Ww

Dd

Yy

①

⑥



Fold



Jj

Mm

Kk

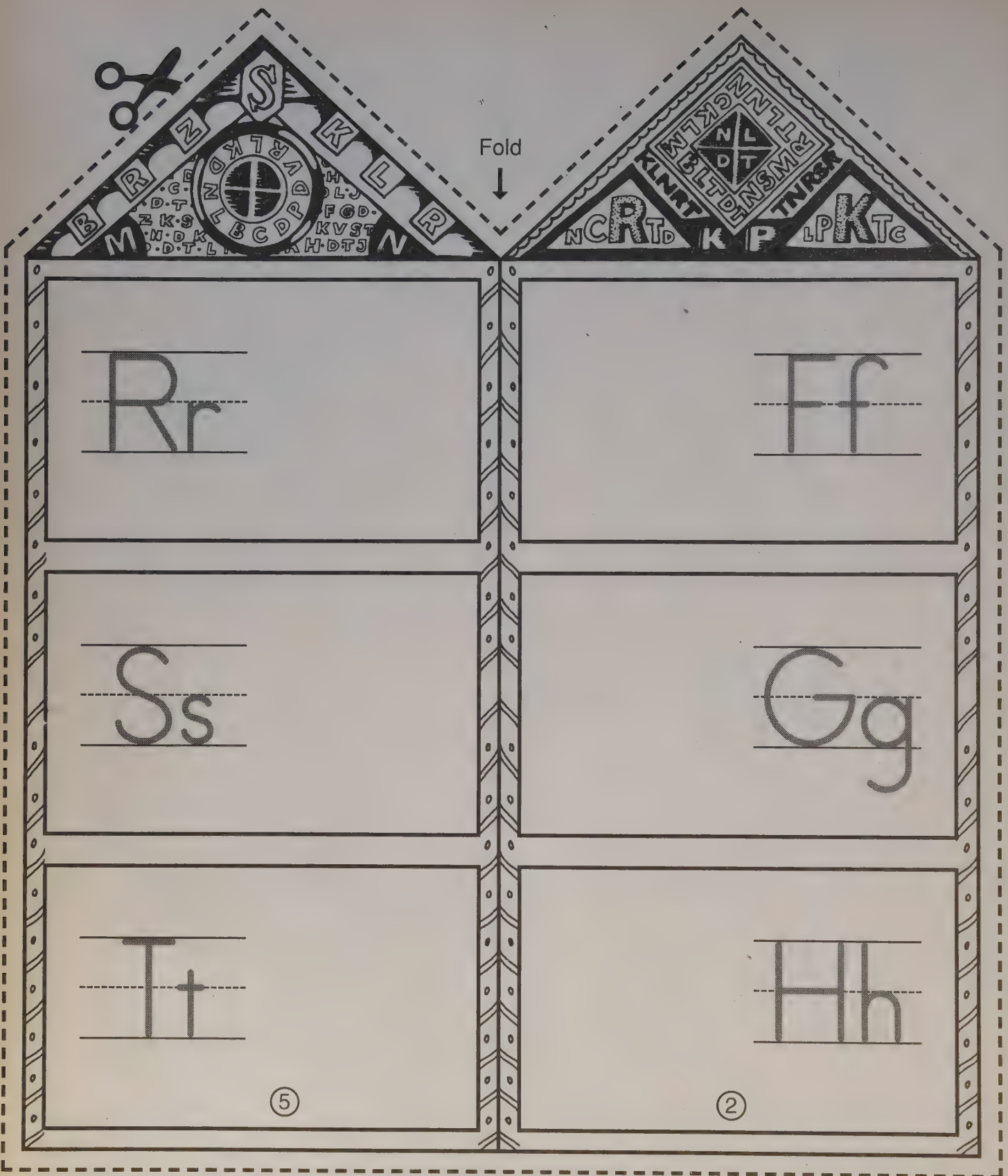
Nn

Ll

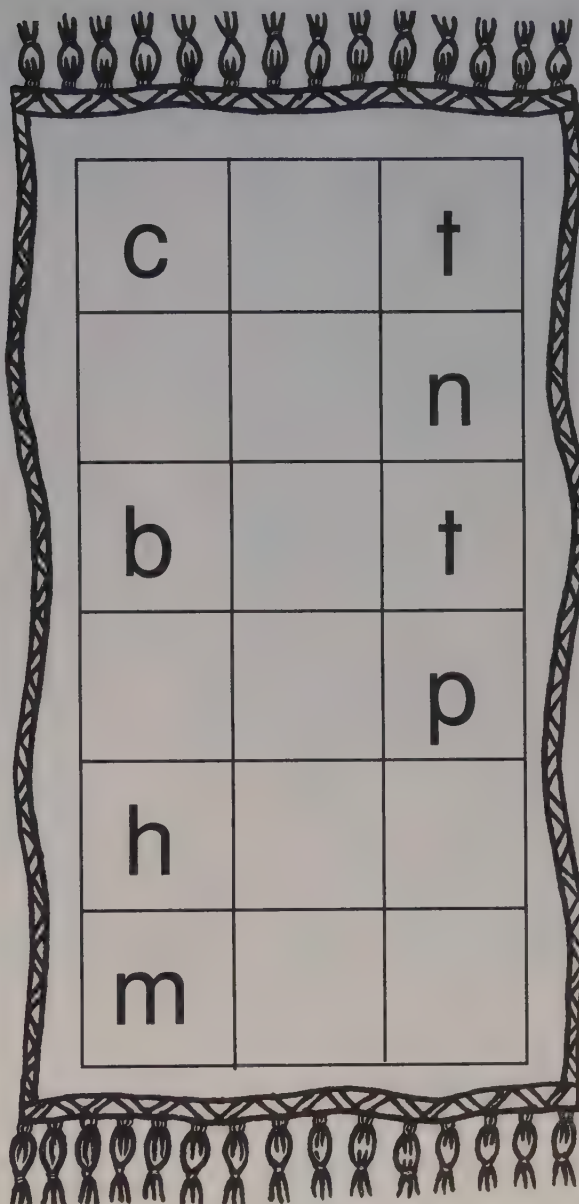
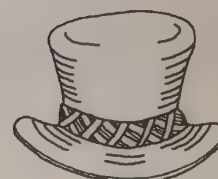
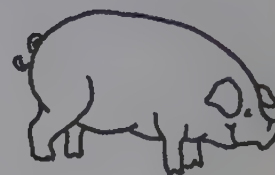
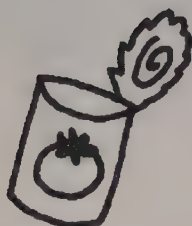
Pp

3

4



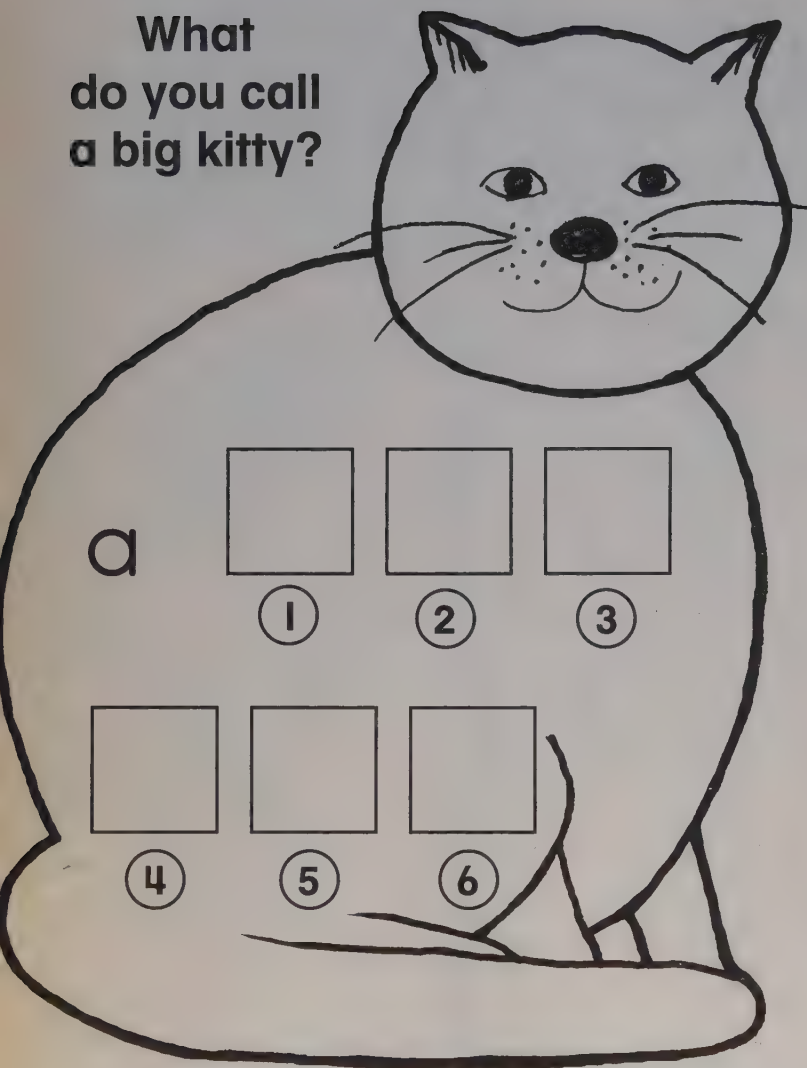
Name _____



Have children color the pictures that have the same vowel sound as *mat*. Then have them write in the puzzle the words that name those pictures.

Name _____

What
do you call
a big kitty?



d _ _ ck
(4)



b _ _ t
(5) (3)



s _ _ ck
(2)



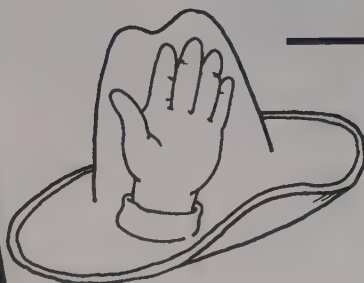
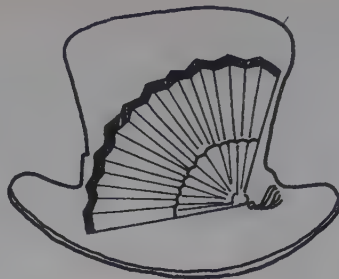
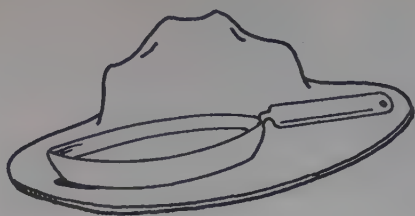
h _ _ t
(6)



p _ _ e

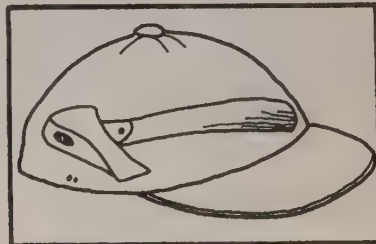
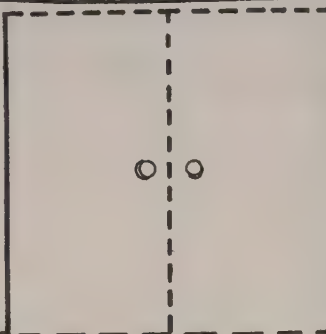
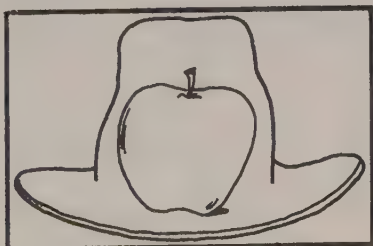


f _ _ n
(1)



_____'s
(your name)

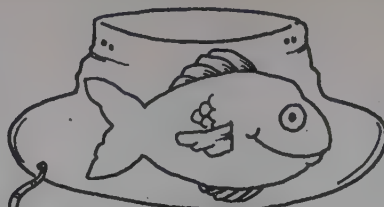
Hat Shop



Have children color the hats whose picture names have the same vowel sound as *hat*. Then have them cut out the hat shop and cut the doors so that they open and close.



c t



f sh



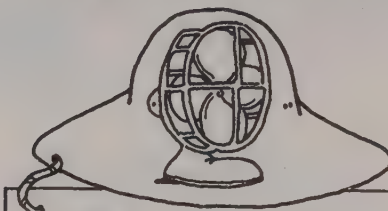
b t



c n



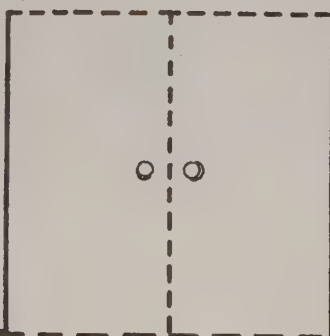
d g



f n

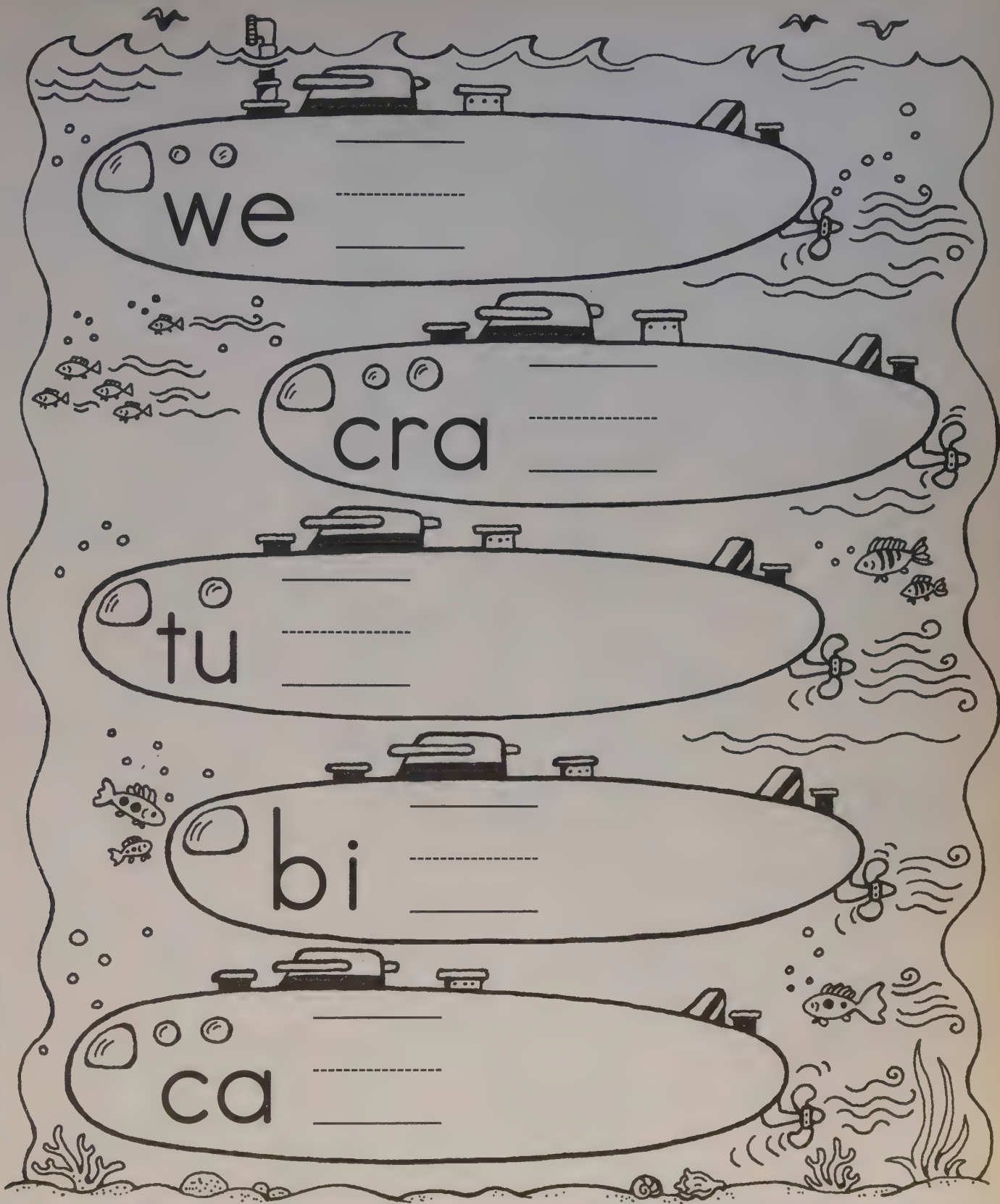


m n



l mp

Name _____



Each secret submarine has a code name. Have children write *b* to complete each word. Then help them read the words and have them illustrate each.

he

te

su

fa

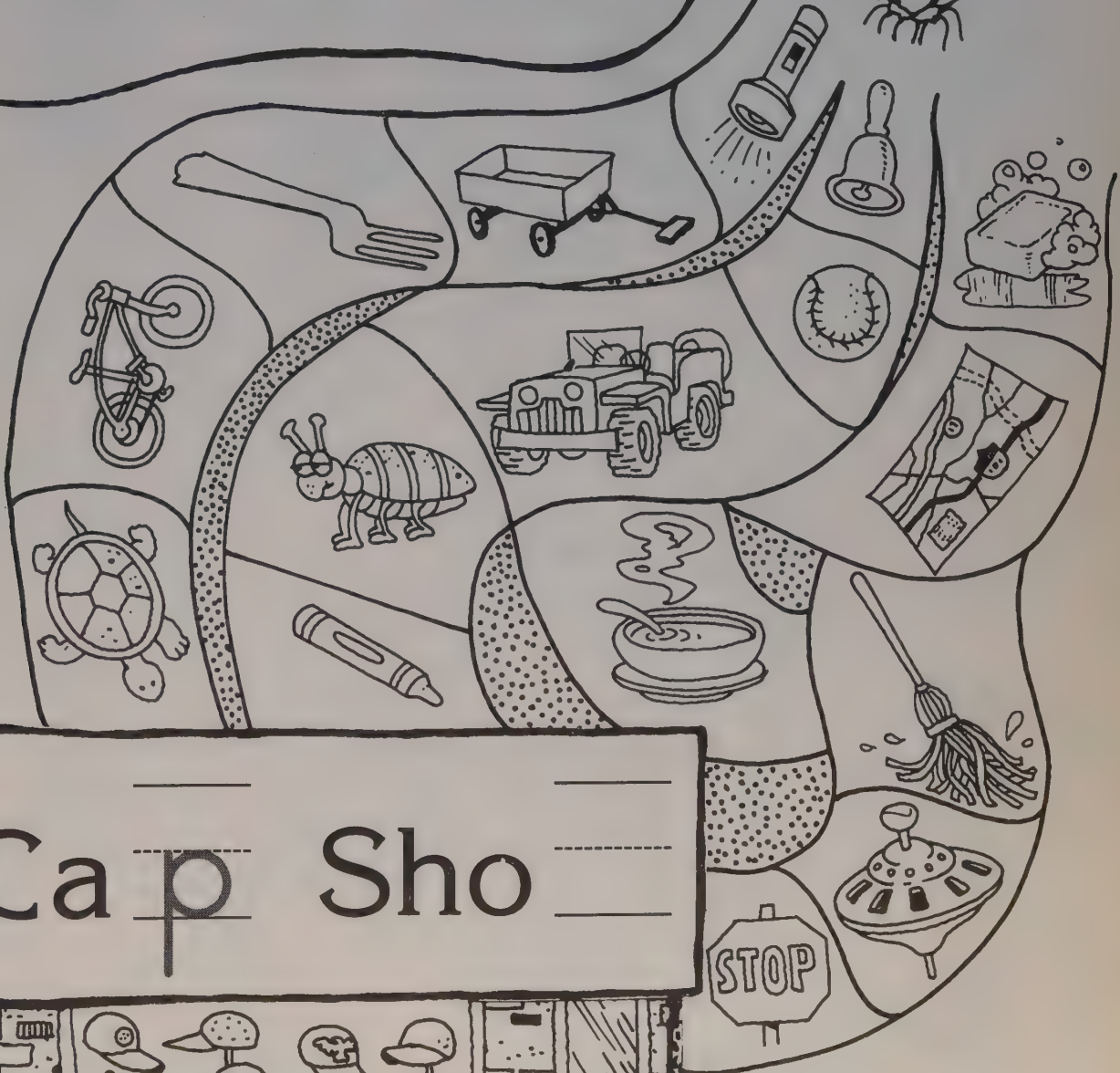
ma

pa

ca



Hi, I'm Pop.
Where is the Cap Shop?



Cap Sho



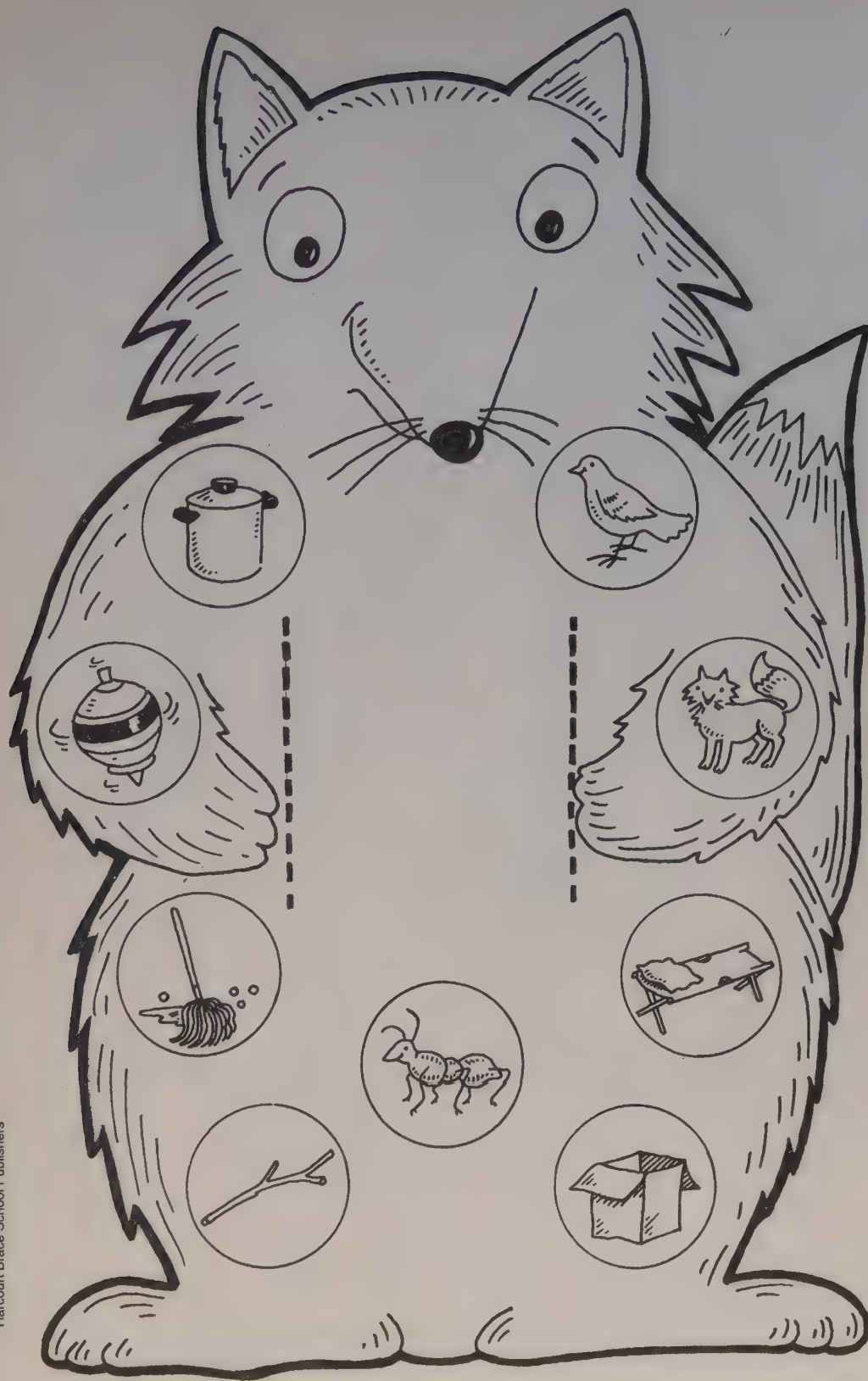
Have children trace *p* and then write it to complete the word. Read the sign with children. Have children show Pop the way by coloring each space if the picture's name ends like *shop*.

Final /p/p



Final /t/

Phonics Activity Book • 1



c _ t _ f _ x _ p _ t _ m _ p

Have children color the dots having pictures whose names have the same vowel sound as *fox*. Then have them write *o* to complete the words on the strip. Children are to pull the strip through the fox as they read the words and point to the corresponding picture.

Name _____

dd

n

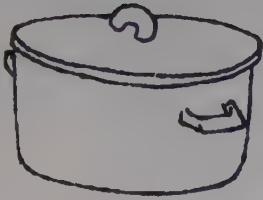
b_x

t_p



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Name _____



p _ t
 (2) (3)



l _ g
 (6)



s _ n



d _ t
 (4) (5)



m _ p

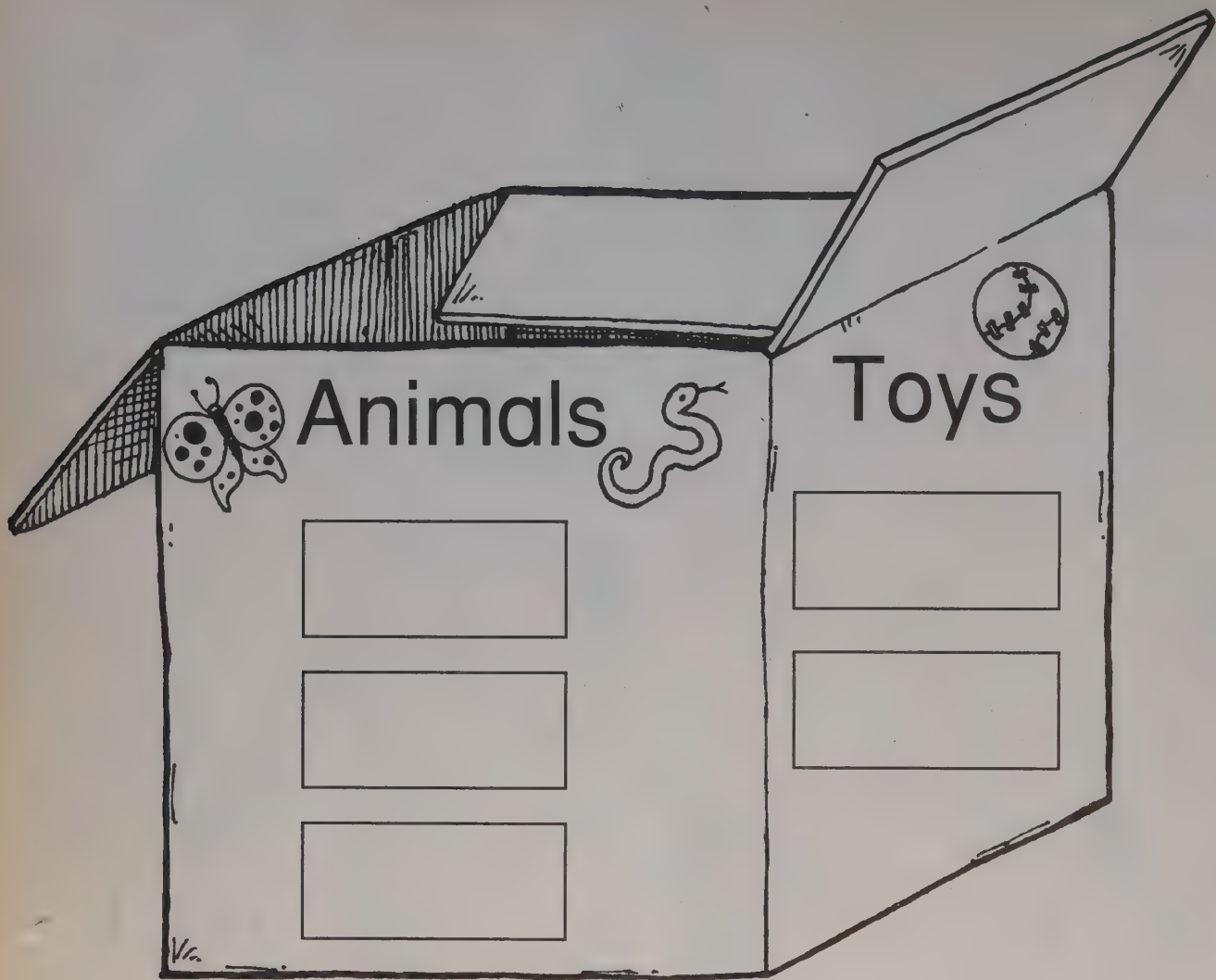


h _ t
 (1)

What kind of dog has no tail?

(1)	(2)	(3)	(4)	(5)	(6)

Have children write *o* to complete each word that has the same vowel sound as *mop*. Then have them copy the letters into the numbered boxes on the bone to answer the riddle.



 t _ p	 b _ g	 dr _ m
 d _ g	 bl _ ck	 fr _ g
 f _ x	 b _ rd	 cr _ b

Read the headings with children. Have them color the five pictures that have the same vowel sound as *box*, and have them write o to complete the words. Then have children write each word under the appropriate heading.

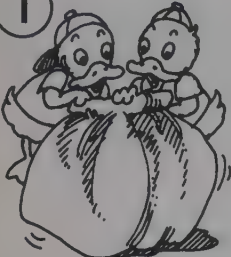
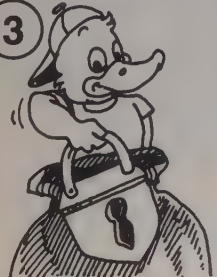
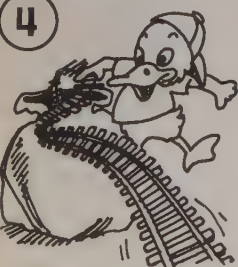
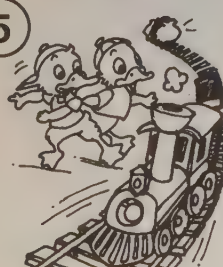
Name _____

What is hiding in Du CK's sa_____?



Have children trace and write *ck* to complete the question. Then read the question with children, and have them find the hidden picture in Duck's sack by coloring the pictures whose names end like *sack*.

Name _____

1 	What is in the ____? _____ _____ _____	say sat sack
2 	There is one ____. _____ _____ _____	rot rock rod
3 	Here is a ____. _____ _____ _____	lock lot lift
4 	Look at this ____. _____ _____ _____	ten trap track
5 	Stand ____! Here it comes! _____ _____ _____	bad bat back

Name _____



we

II



hi



pi



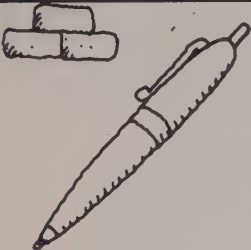
cu



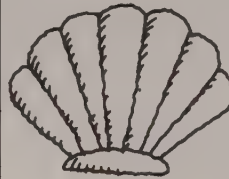
ba



do



pe



she



be



ca

Have children identify the pictures whose names end like *wall*.
Have them write // to complete those words and then color the
appropriate spaces.

Phonics Activity Book • 1

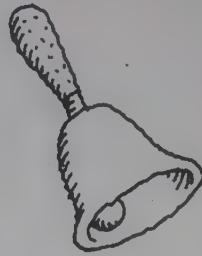
Final /I//

57

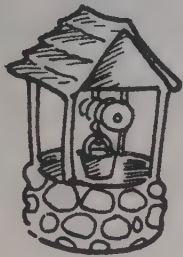
Name _____



hi



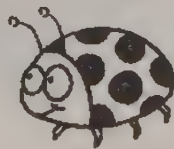
be



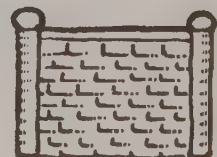
we



do



ba



wa

Name _____

Fold

Tr Fr Gr tr fr gr Tr Fr Gr
fr
gr
tr
Fr
Gr
Tr
fr
gr
tr
Fr
Gr

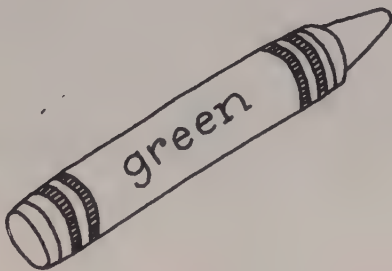
THE
END

Tr Fr Gr tr fr gr Tr Fr Gr
fr
gr
tr
Fr
Gr
Tr
fr
gr
tr
Fr
Gr

_____'s
(your name)
Clusters
with
r
Book

Tr Fr Gr tr fr gr Tr Fr Gr
Gr gr Gr gr Gr gr Gr gr Gr

Tr Fr Gr tr fr gr Tr Fr Gr
Tr tr Tr tr Tr tr Tr tr Tr



een

tr

Gr gr Gr gr ⑤ Gr gr Gr gr

Tr tr Tr tr ② tr Tr tr Tr tr

Have children cut out the booklet, and help them staple it together. Have them name each picture and write *tr*, *fr*, or *gr* to complete each word. Then have children draw something else whose name begins the same way, trace the cluster, and complete the word.

Name _____

Fold

Tr tr Tr tr Tr tr Tr tr Tr tr T



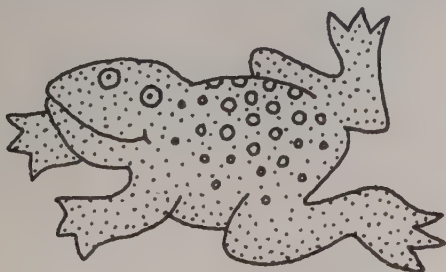
ee

Gr gr Gr gr Gr gr Gr gr Gr gr

gr

Tr tr Tr tr Tr tr Tr tr Tr tr

Fr fr Fr fr Fr fr Fr fr Fr fr



og

Gr gr Gr gr Gr gr Gr gr Gr gr

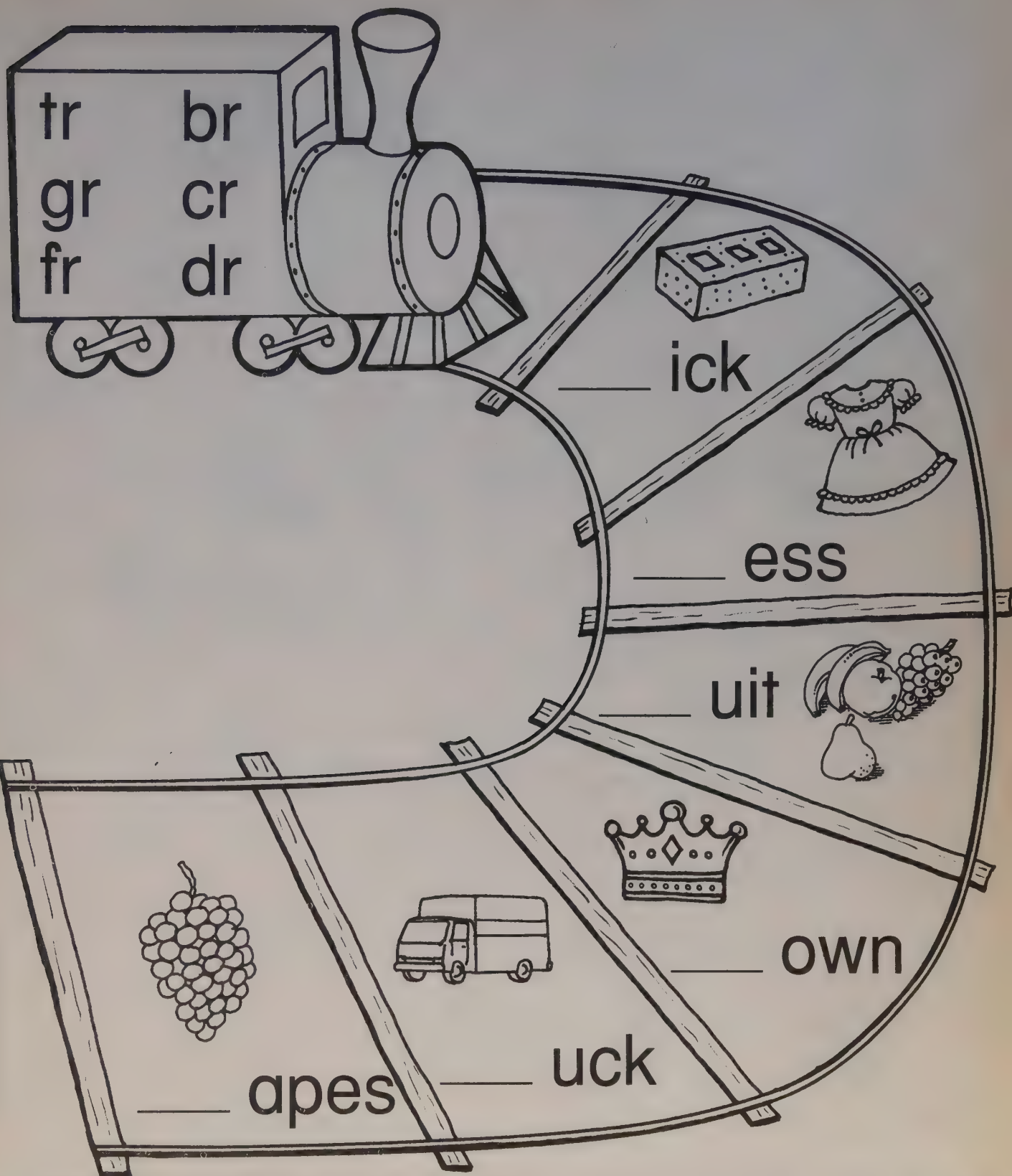
Fr fr Fr fr Fr fr Fr fr Fr fr

fr

Fr fr Fr fr Fr fr Fr fr Fr fr

Fr fr Fr fr Fr fr Fr fr Fr fr

Name _____

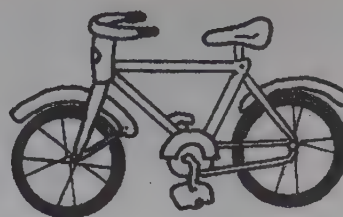


Name the pictures with children. Have them write the cluster that corresponds to the beginning sound of each picture name.

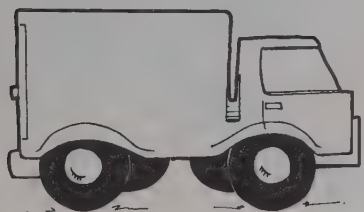
Name _____



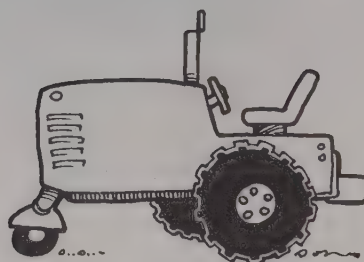
_____ain



_____ike



_____uck



_____actor

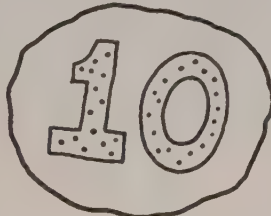
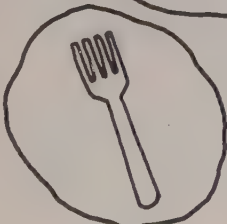
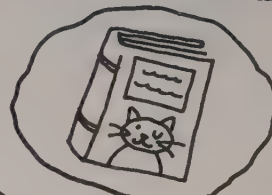
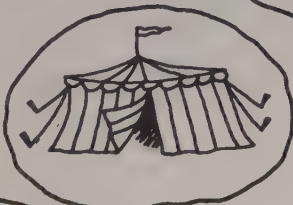
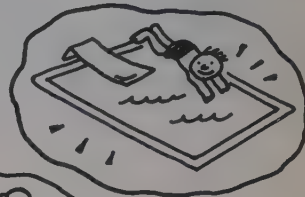
The _____ has 3  s.

The _____ has 4  s.

The _____ has 8  s.

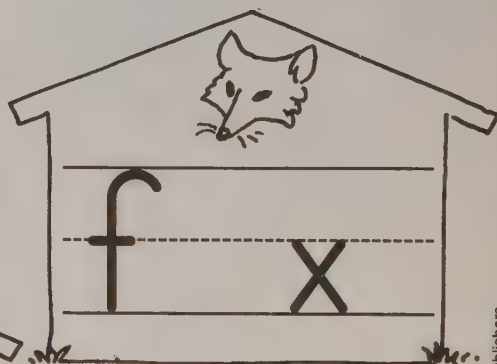
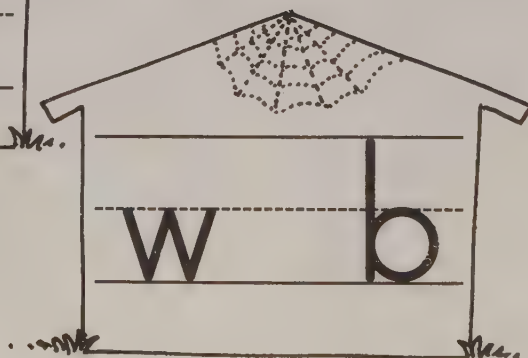
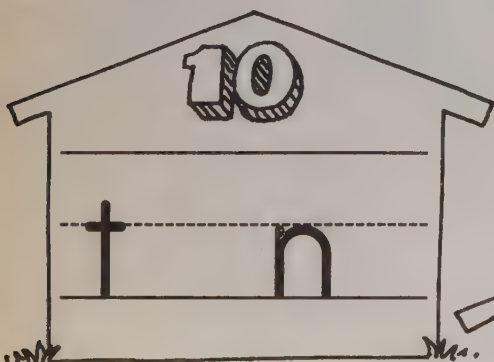
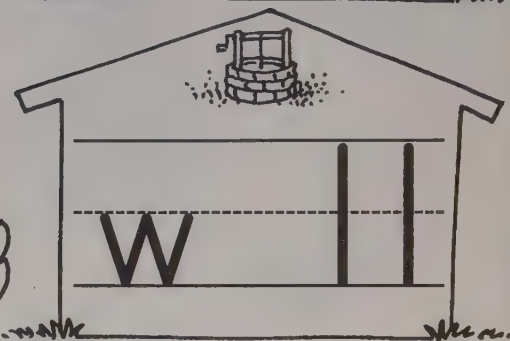
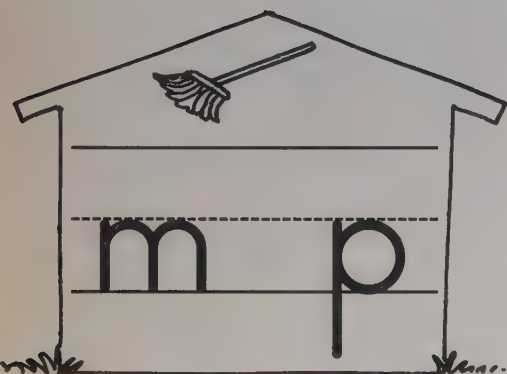
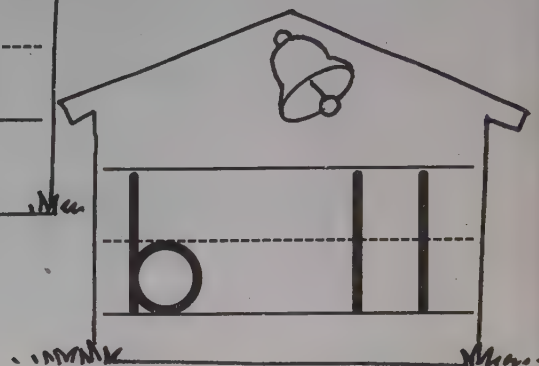
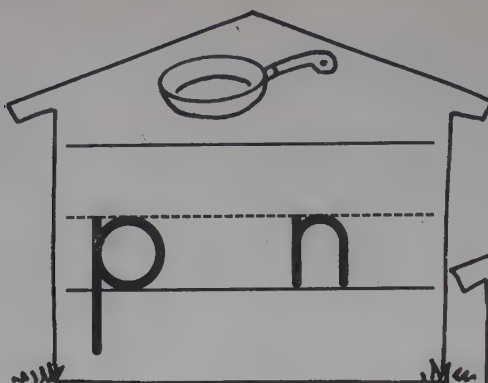
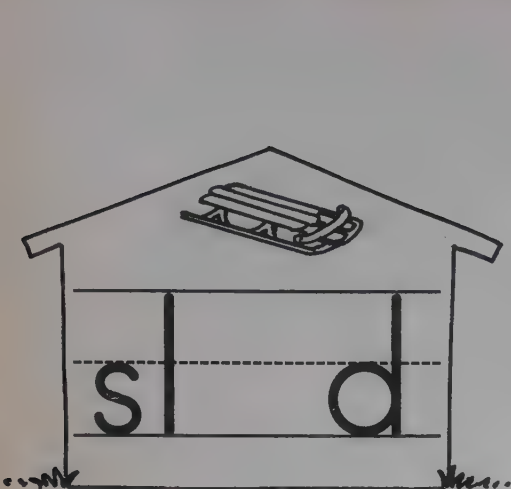
Name _____

H__lp me g__t to my n__st.



Have children write *e* to complete the words and then read the sentence. Have them color the pictures whose names have the same vowel sound as *hen*.

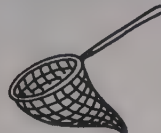
Name _____



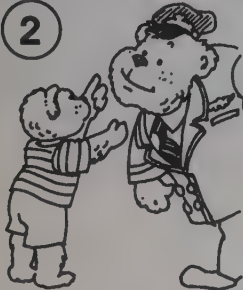
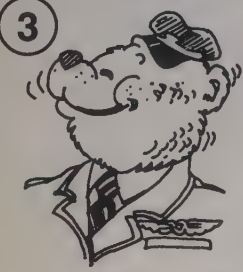
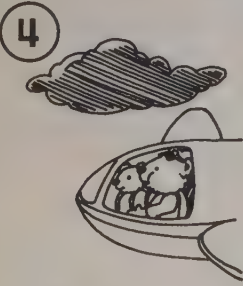
Harcourt Brace School Publishers

Have children write *e* to complete each word that has the same vowel sound as *hen* and color that henhouse.

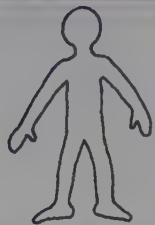
Name _____

1.  _____ _____ _____	pen pan pet	2.  _____ _____ _____	bell ball bet
3.  _____ _____ _____	neck net not	4.  _____ _____ _____	web wet well
5.  _____ _____ _____	jot jet jump	6.  _____ _____ _____	tan tell ten
7.  _____ _____ _____	mat mitt men	8.  _____ _____ _____	wet wall well

Have children circle the word that names each picture. Then have them write the word.

1 	Ben has a big ____. _____ _____ _____	jump jot jet
2 	Will you ____ me fly with you? _____ _____ _____	lot let leg
3 	Ben said ____! _____ _____ _____	you yes your
4 	I ____ we will get wet. _____ _____ _____	bet bat be
5 	Yes, we did ____ wet! _____ _____ _____	green got get

Name _____

 Animals	 My Body

Read the headings and help children name the pictures. Have them find the six pictures that have the same vowel sound as *six*. Then have children cut out those pictures and paste each under the appropriate heading.

Name _____

p g

h ll

p n

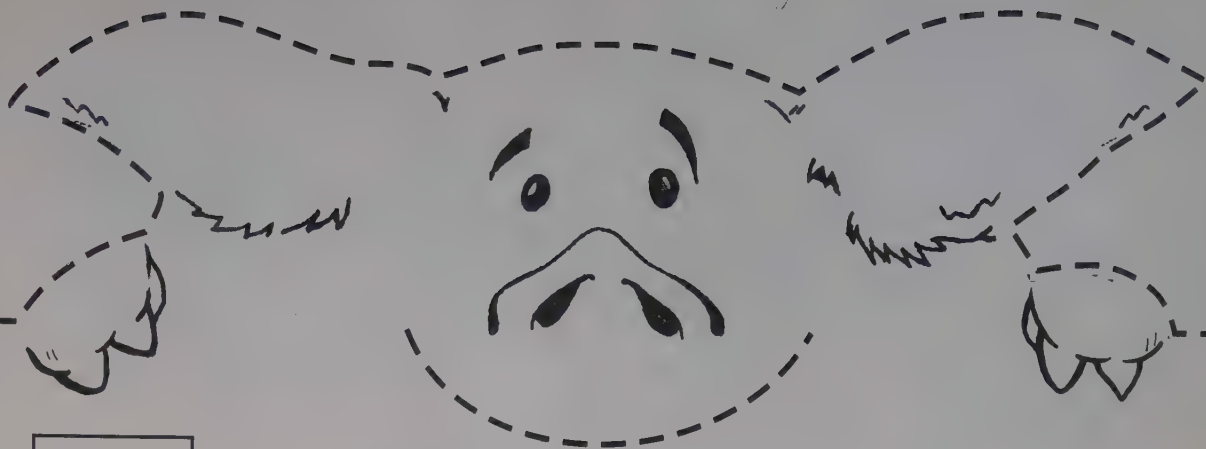
w g

s x

d g

b b





Jim
him

Can you see _____?

I can't find _____.



2

fit
mitt

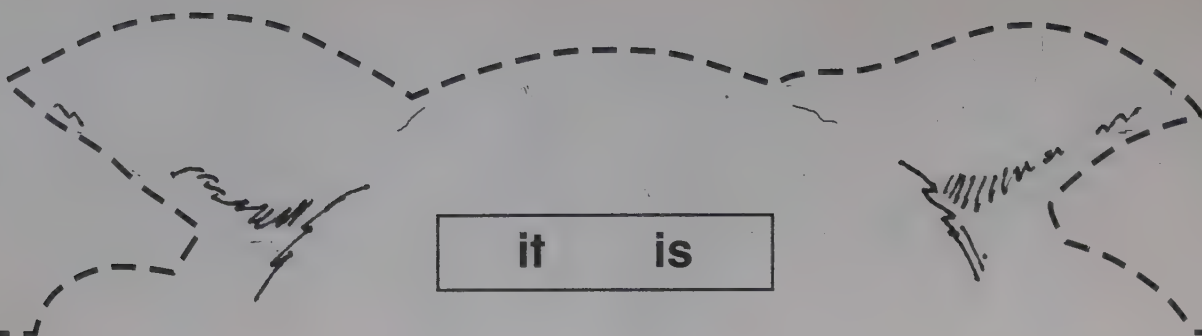
Jim is in the _____.

How did he _____?



3

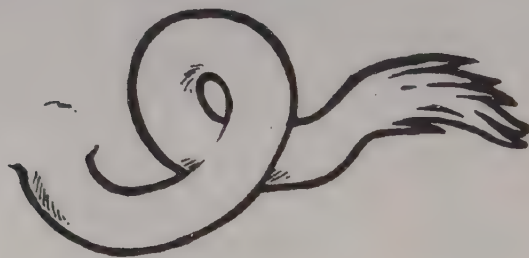
Have children complete the rhyme on pages 69 and 70 using the words in the boxes. Then help them cut out the book and the pig's chin. Help them fold the book so that page 1 tucks under the pig's face.



it is

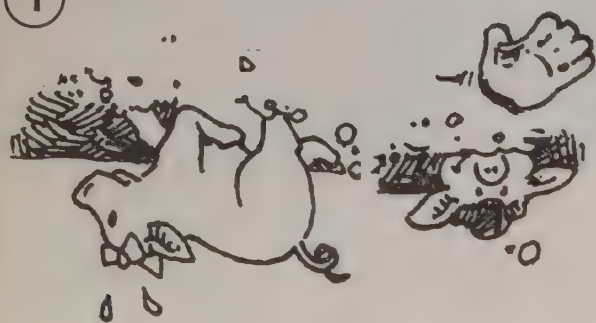
This _____!

The End



4

1



dig
pig

's Pig Book

(your name)

to find my

I will



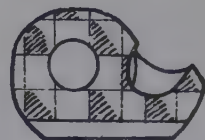






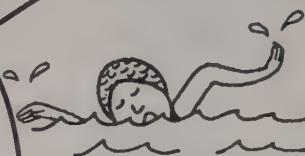






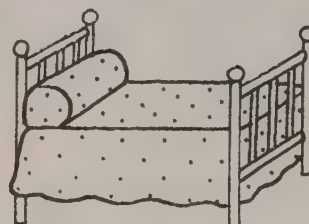






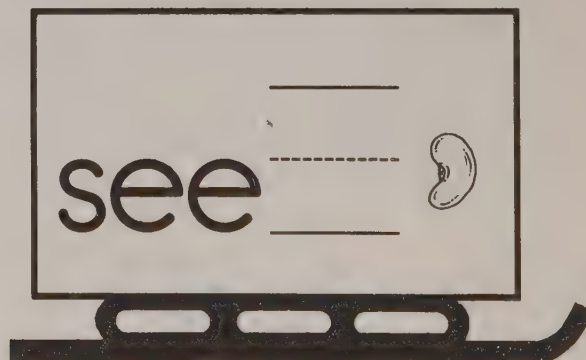
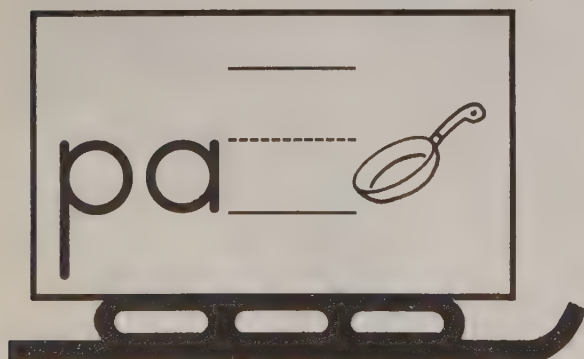
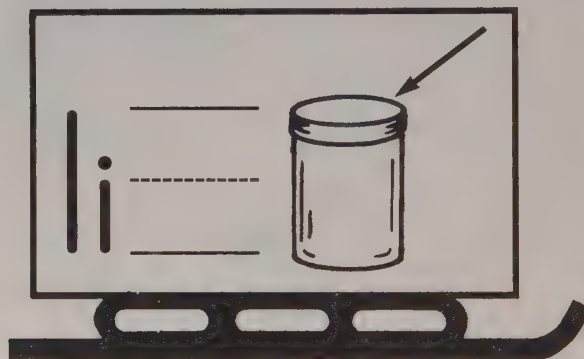
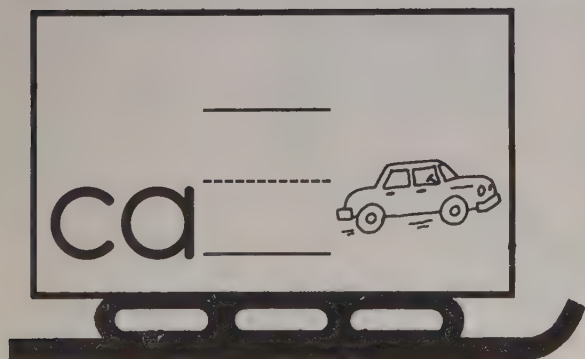
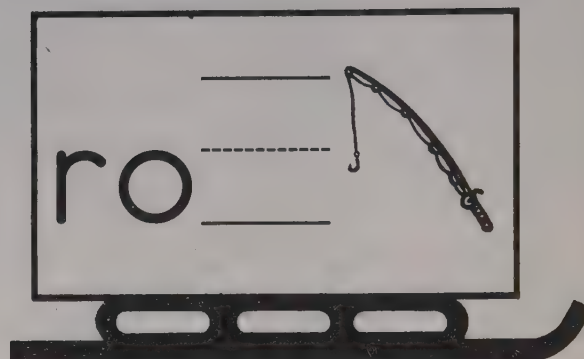
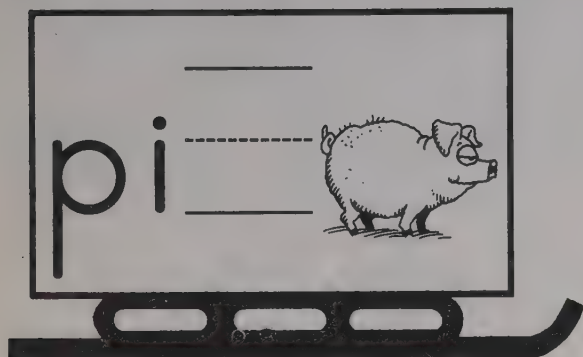
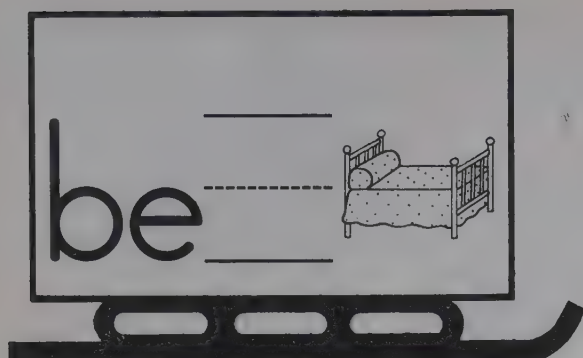






Have children name the pictures and write *m* by each one whose name ends like *drum*. Then have children find the hidden picture of the drum by coloring each space in which they see *m*.

Name _____

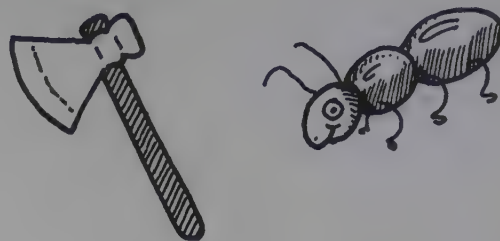


Have children name the pictures and write *d* at the end of each word whose picture name ends like *sled*. Then have them color the sleds with words that end with *d*.

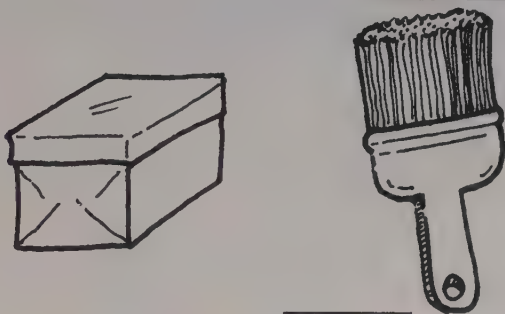
Name _____



fo _____



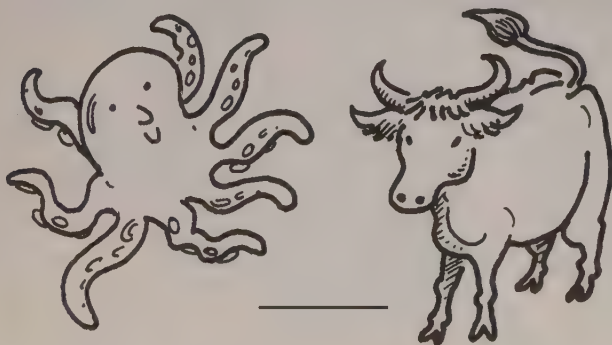
a _____



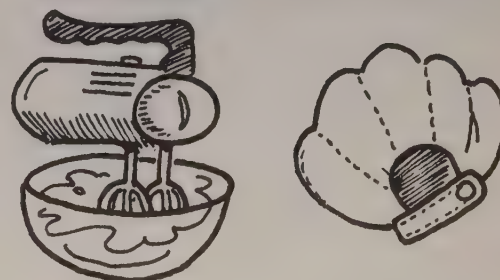
bo _____



si _____



o _____



mi _____

Have children write x to complete each word and then circle the picture that corresponds to that word.

Name _____

fox

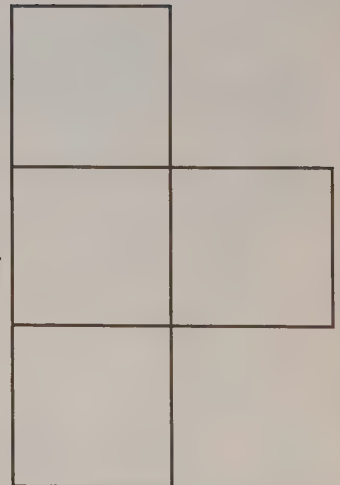
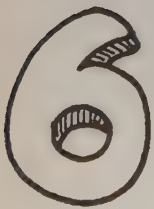
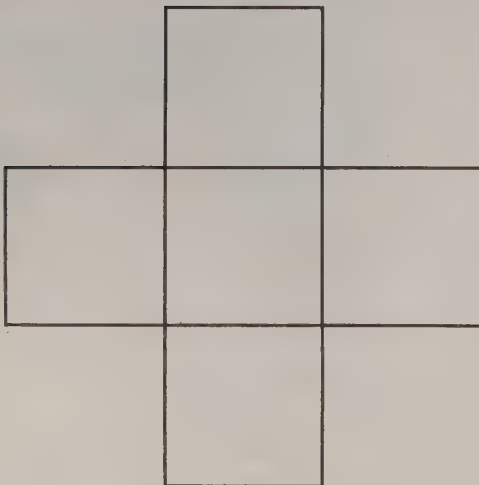
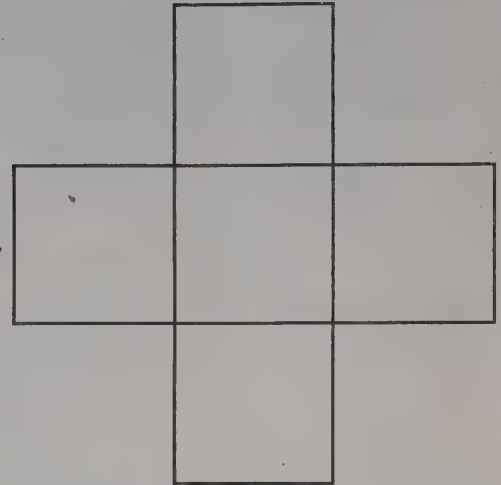
mix

six

ax

box

wax



Name _____

cats

cheese

catch

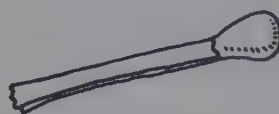


1. _____

match

mat

chat



2. _____

cow

chop

coach

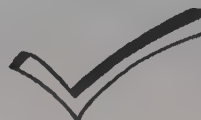


3. _____

come

check

such



4. _____

chick

kick

pitch



5. _____

can

chin

chain



6. _____

watch

walk

well



7. _____

can

crutch

crib



8. _____

Have children circle the word that names each picture and then write the word.

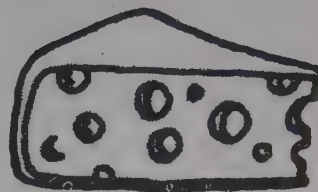
Name _____



oat



wa



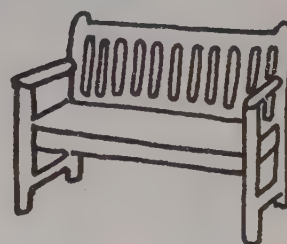
eese



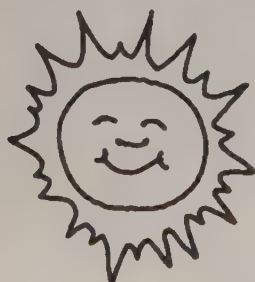
in



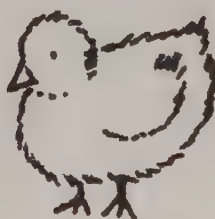
ook



ben



un



ick



ain

Name _____

tee

clo

umb

mo

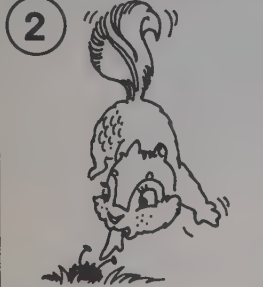
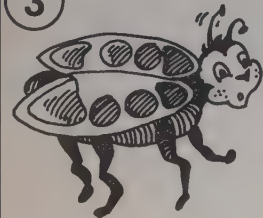


th

The _____ing is taking a ba_____.

Have children trace and write *th* and read the sentence. Then have them write *th* to complete each word and draw a line to connect each word to the corresponding item. Invite children to use their imagination to draw the rest of "the thing."

Name _____

1 	Come with me down the ____. _____ _____ _____	pack pat path
2 	What is that ____? _____ _____ _____	tin thing teen
3 	It's just a ____. _____ _____ _____	mock mop moth
4 	It has a big ____. _____ _____ _____	teeth tell tea
5 	I ____ the moth is nice. _____ _____ _____	tin think wink

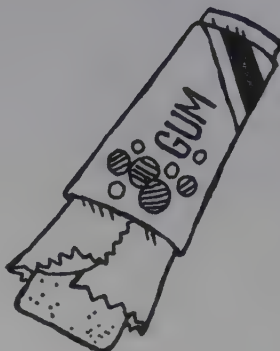
Name _____



duck



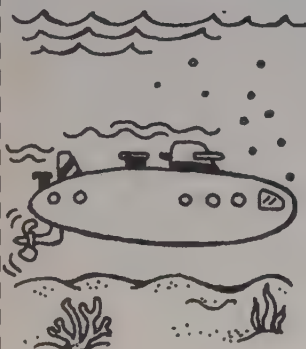
truck



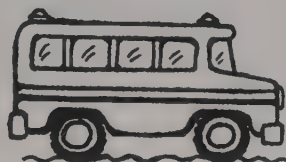
gum



cup



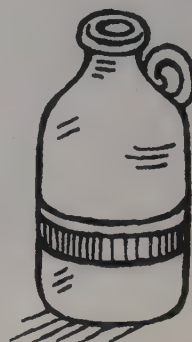
sub



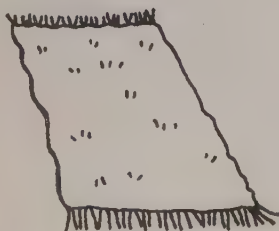
bus



bug



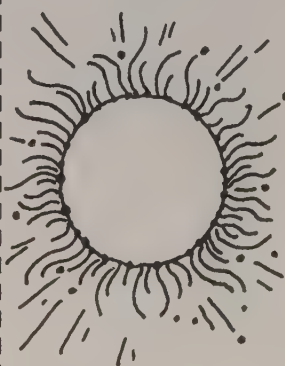
jug



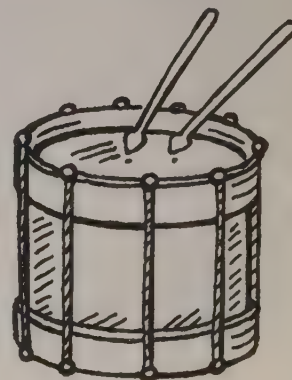
rug



nut



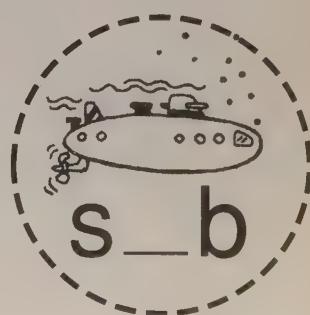
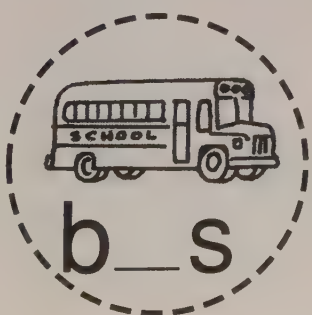
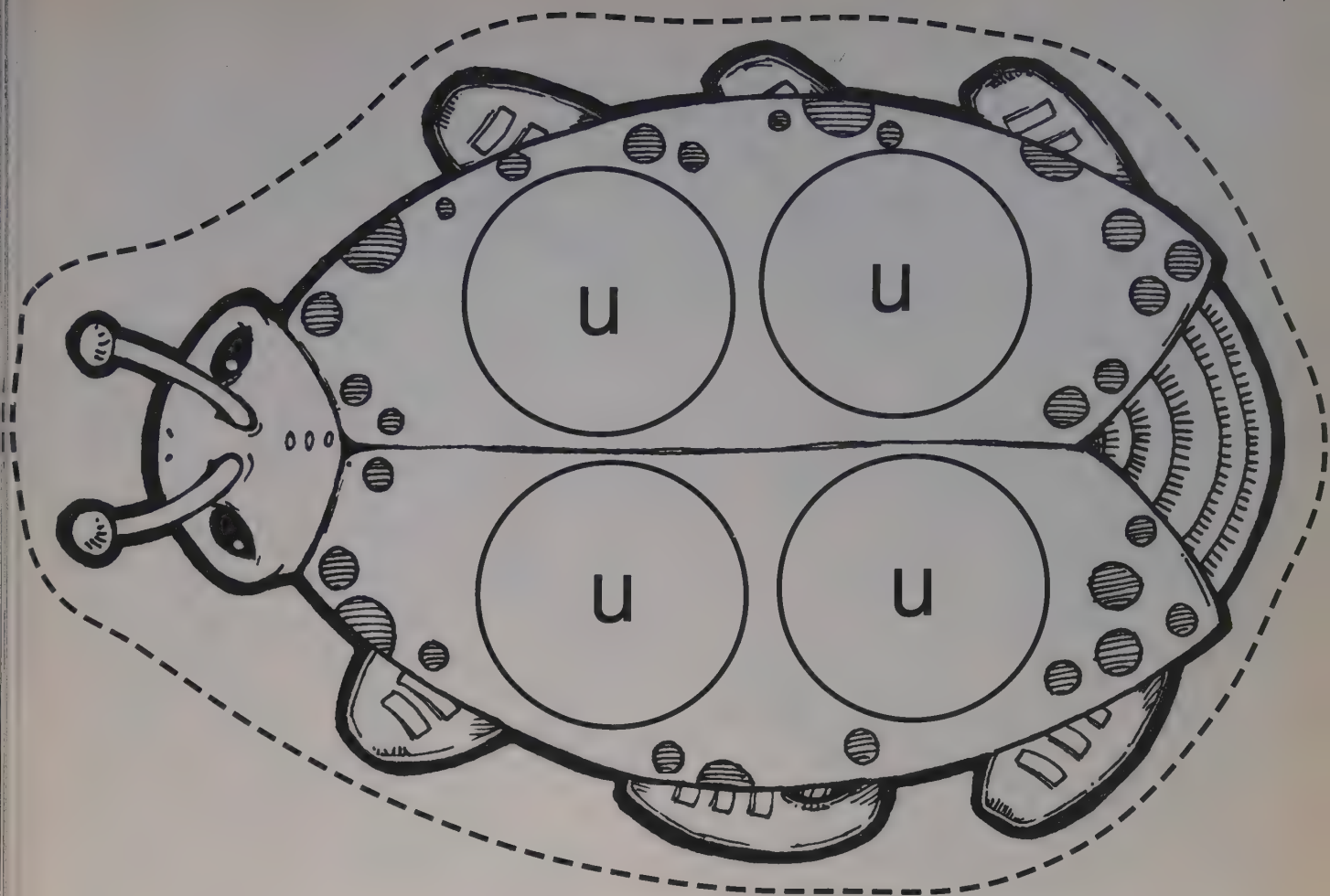
sun



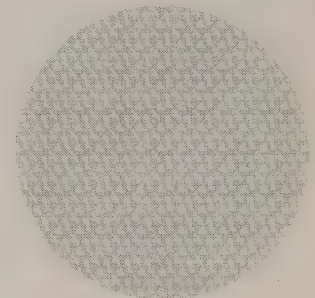
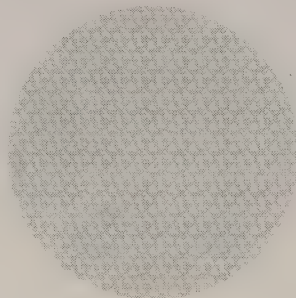
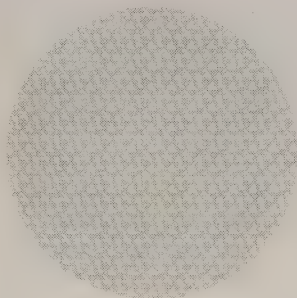
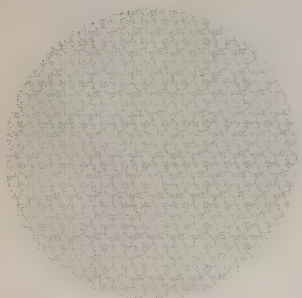
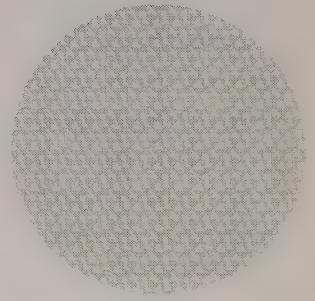
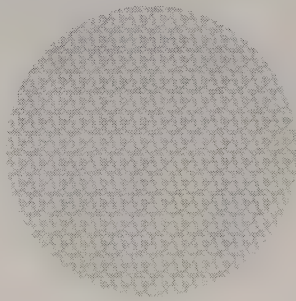
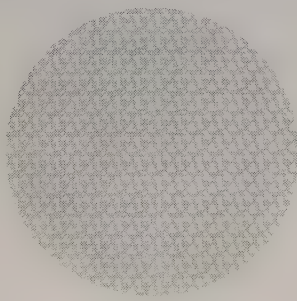
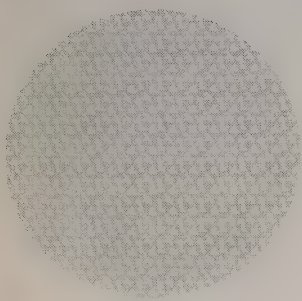
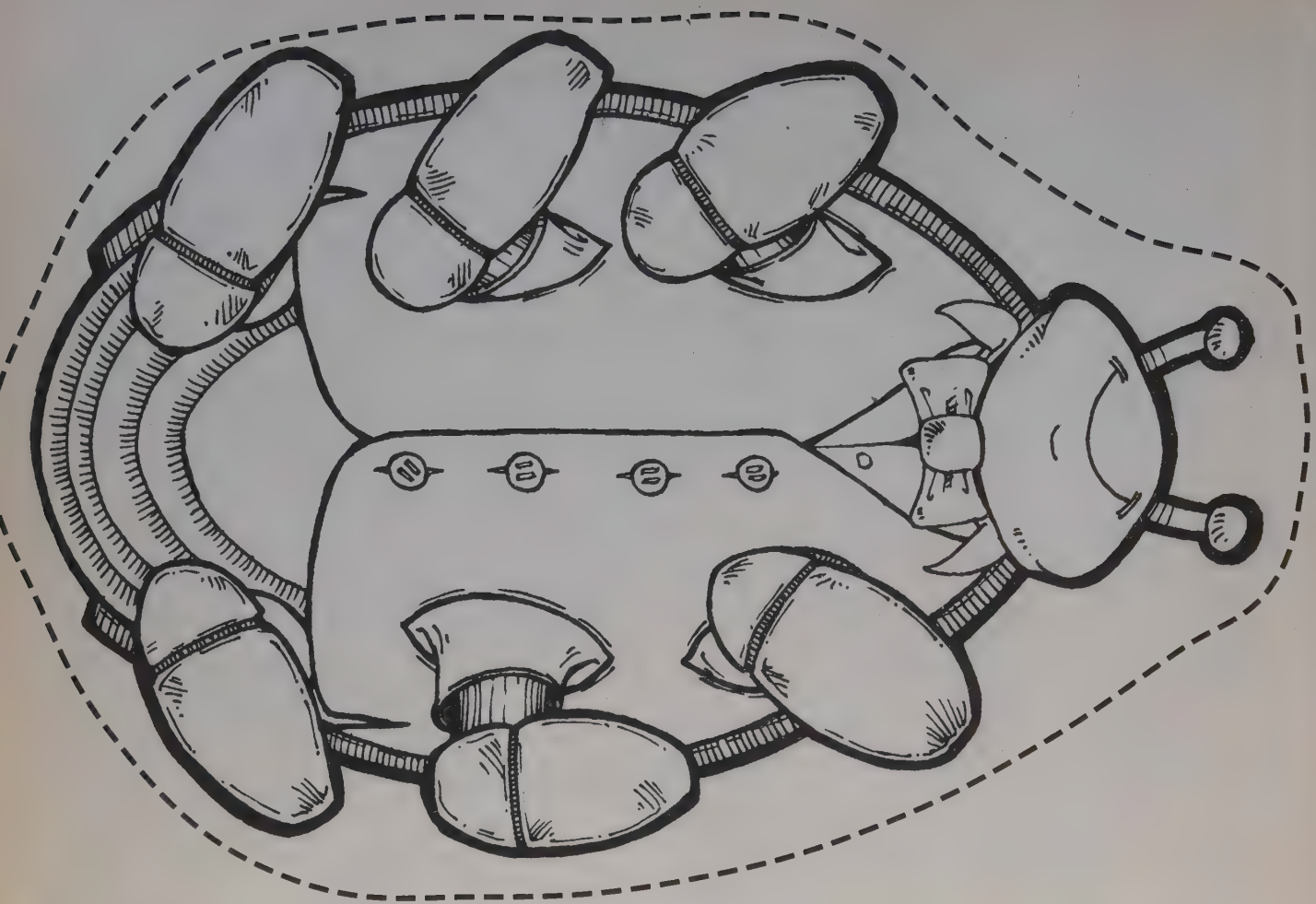
drum

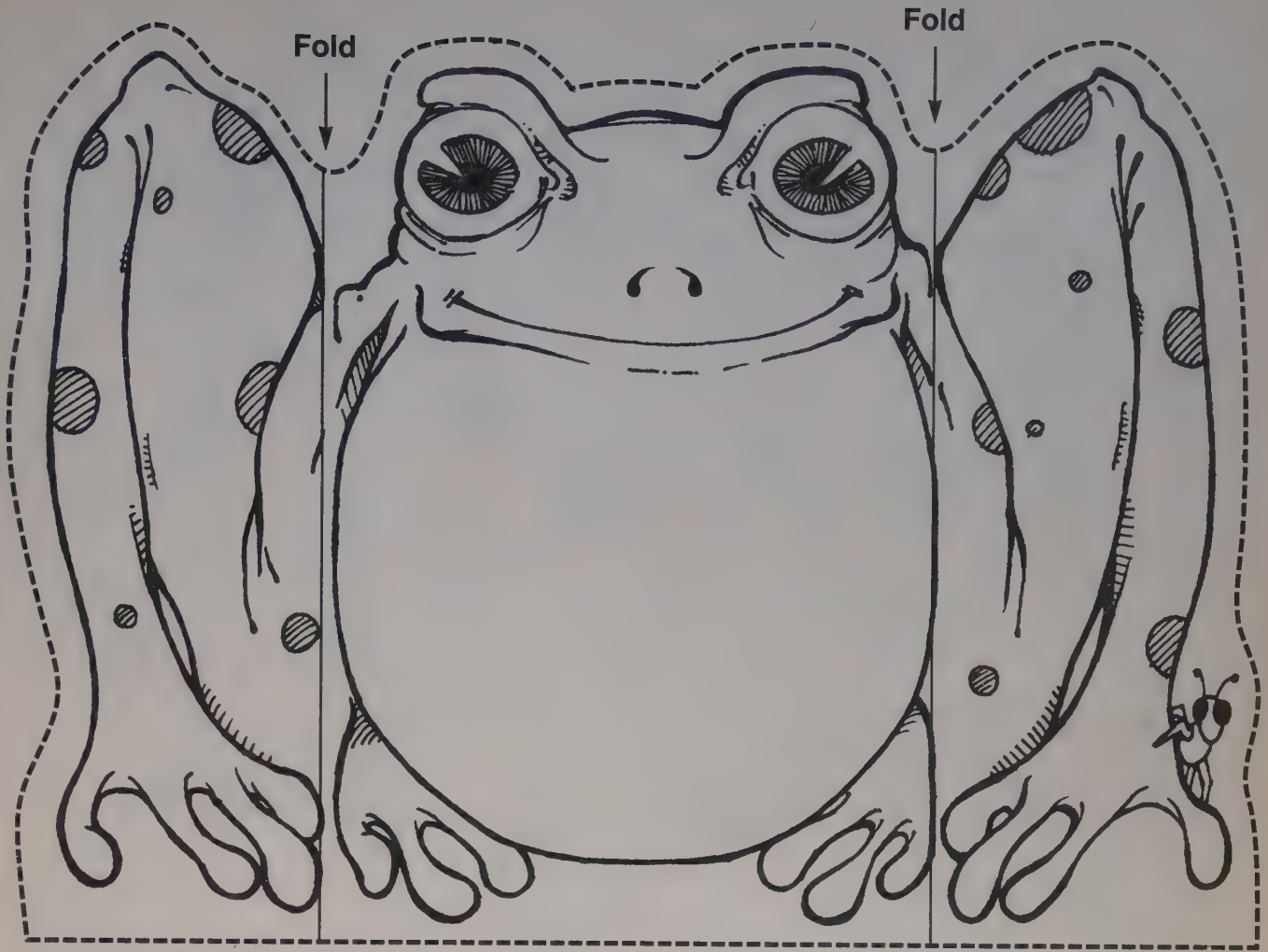
Have children cut out their cards. To play, partners combine sets, face down. Players take turns turning over two cards. If a match is made, the player reads aloud the word and keeps the cards. The player with the most cards at the end of the game wins.



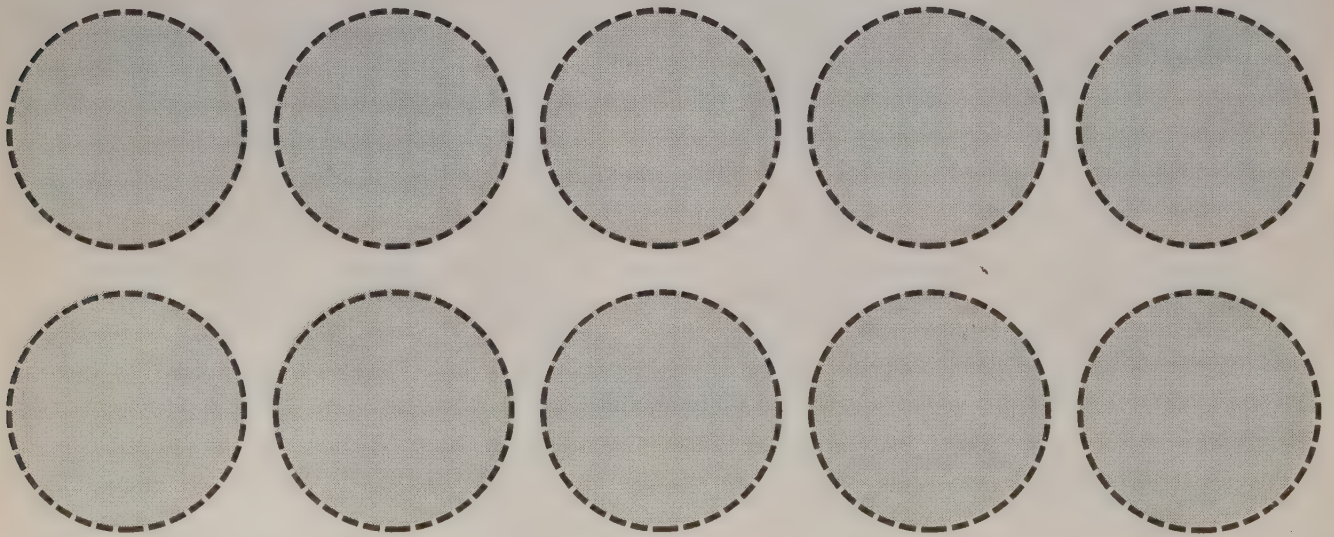
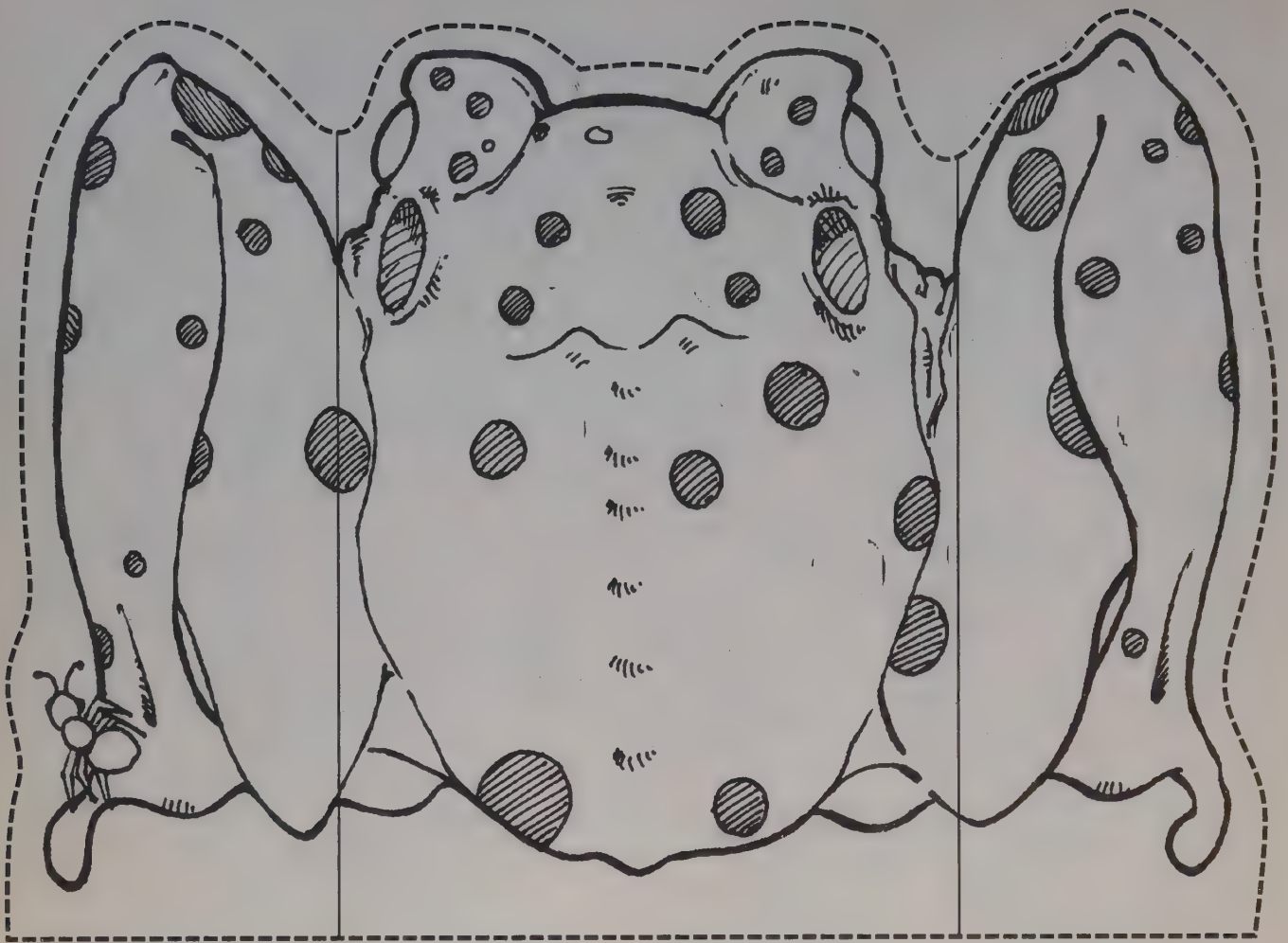


Have children write the letter *u* to complete the words that have the short *u* sound. Then have children cut out the bug and the spots. Two players take turns choosing a spot and placing it on their bug if the picture name has the same vowel sound as *bug*.





Have children color and cut out the frog spots with pictures whose names end like *frog*. Then have them cut out the frog and fold its legs so that it can stand up. Children can then glue on both sides the frog spots that have the same ending sound as *frog*.



Name _____

roof

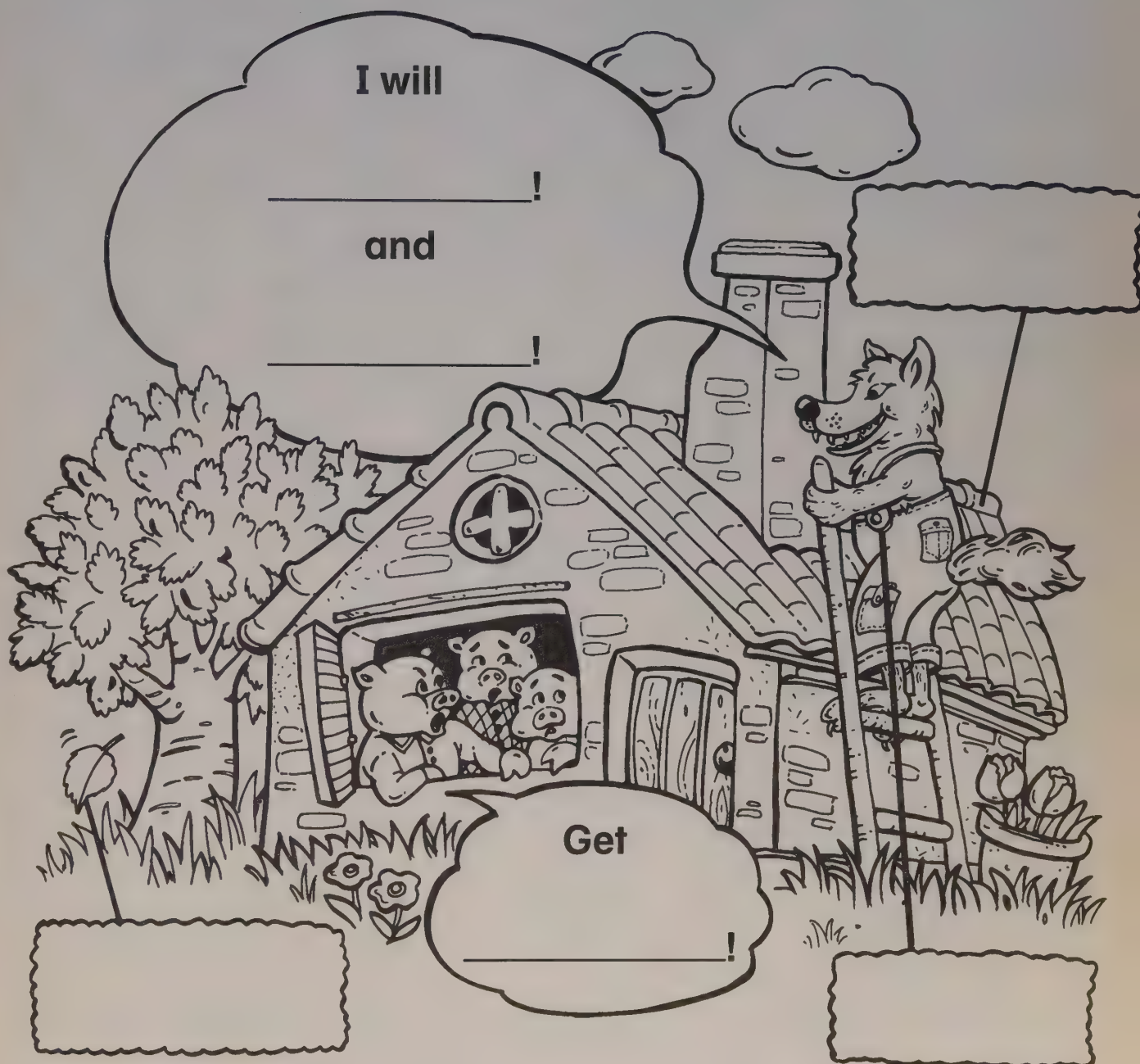
wolf

puff

huff

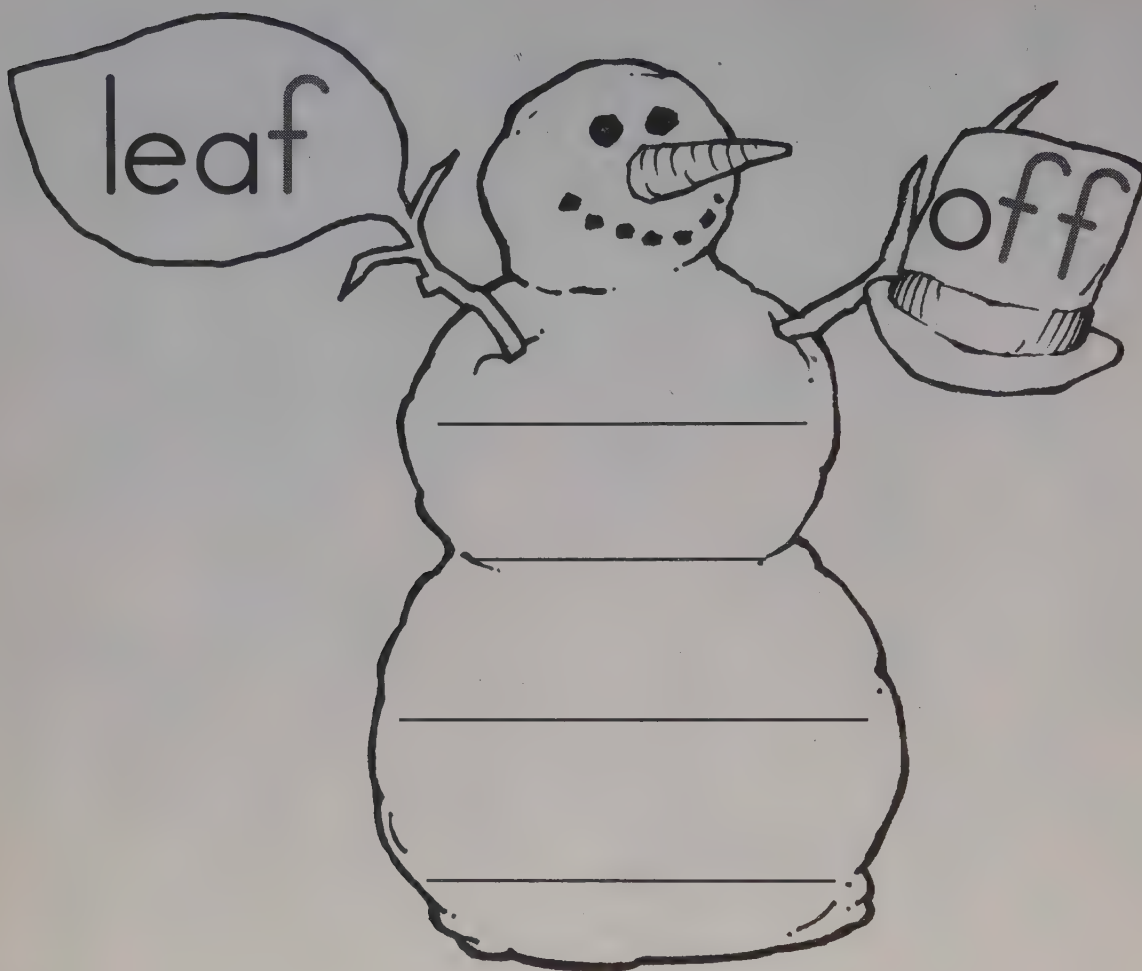
off

leaf



Have children name the pictures in the scene from "The Three Pigs" and write the word that corresponds to each picture.

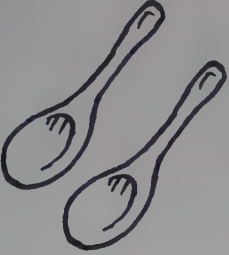
Name _____



 te__	 Je__	 cu__
 wol__	 su__	 roo__

Have children read the words by the snowman and trace the final letters. Then name the pictures with children and have them write *f* or *ff* to complete the words that end with the /f/ sound. Have them write those words in the snowman.

Name _____

 spoons spool spot _____ _____ _____	 bug bun bugs _____ _____ _____	 rut runs rub _____ _____ _____
 hides hits hike _____ _____ _____	 block buzz bun _____ _____ _____	 toss toad toes _____ _____ _____
 hills hits him _____ _____ _____	 trees treat trot _____ _____ _____	 bees bean beats _____ _____ _____

Have children circle the word that names each picture. Then have them write the word.

Name _____

1 	"_____, " said the bee. _____ _____ _____	Began Buzz Bits
2 	Where are my _____ ? _____ _____ _____	soft sob shoes
3 	He _____ under his bed. _____ _____ _____	lots sees lock
4 	_____ anyone seen my socks? _____ _____ _____	Has Hat Hats
5 	Your socks are on my _____ . _____ _____ _____	hat has hands

fl

gl

cl

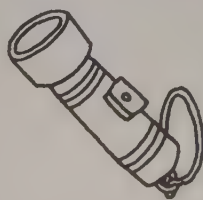
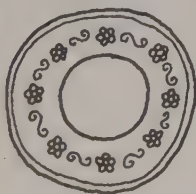
pl

sl

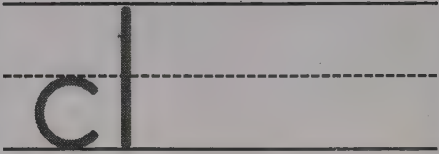
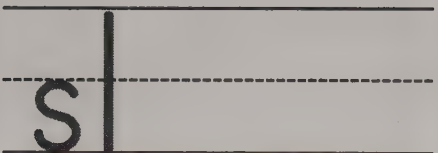
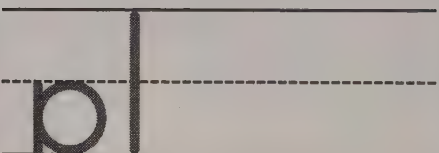
cl

bl

fl



Have children trace the clusters and cut out the pictures. Have them paste next to each cluster the picture whose name begins with that cluster. Have them cut out their flag and attach a cardboard strip for support.

Name _____



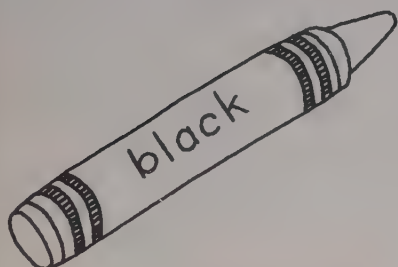
oves



ock



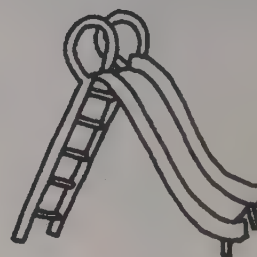
ant



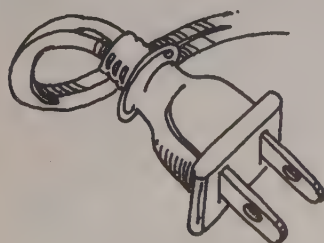
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ue



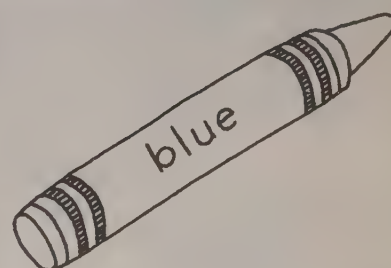
ide



ug



ub



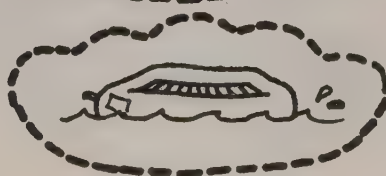
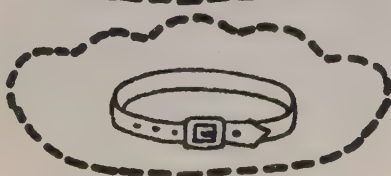
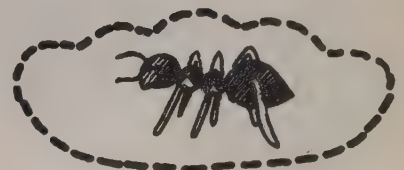
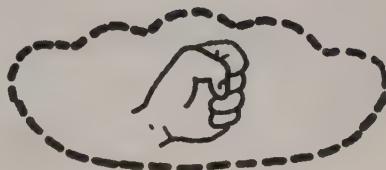
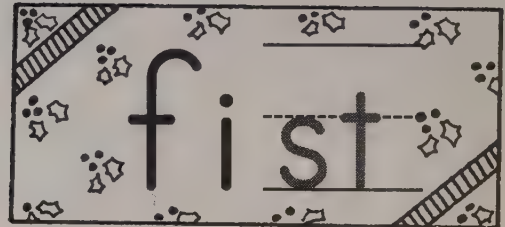
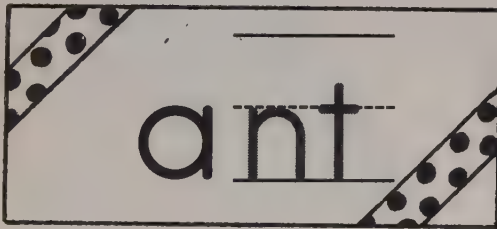
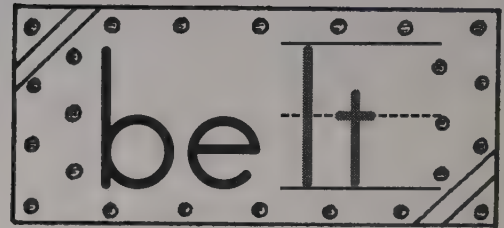
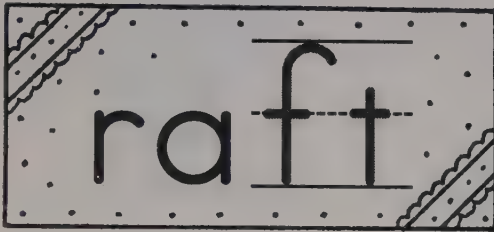
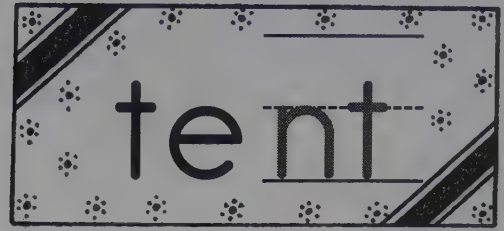
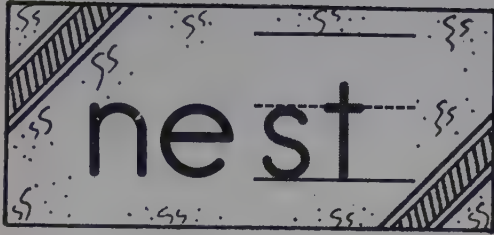
ue

Have children name each picture and write the beginning cluster to complete each word.

Name _____

1 	The ____ says 7:00. _____ _____ _____	chalk crack clock
2 	It's time for our ____. _____ _____ _____	pay play pray
3 	Flora waves the ____. _____ _____ _____	fast frog flag
4 	Our ____ does a good job. _____ _____ _____	class calls cats
5 	Everyone ____ for us. _____ _____ _____	chops caps claps

Name _____



Have children trace the final cluster on each gift. Then have them read the word, cut out the matching bow, and paste the bow onto the gift.

Name _____



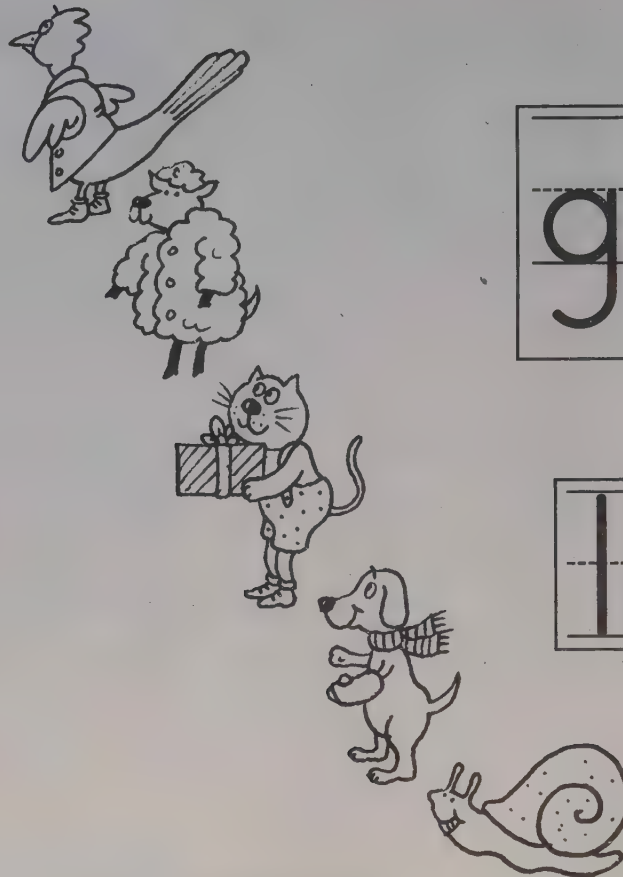
st ft

fir

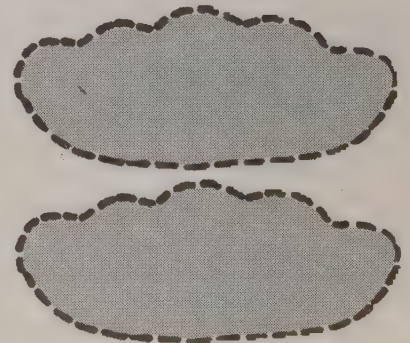
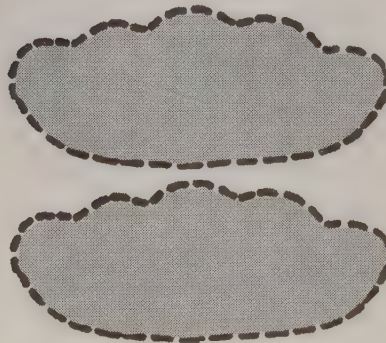
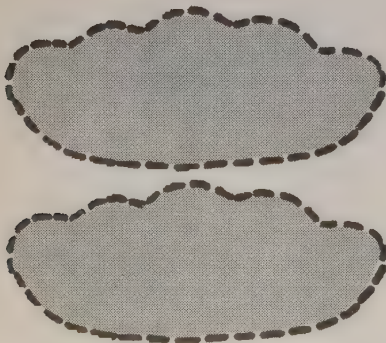
gi

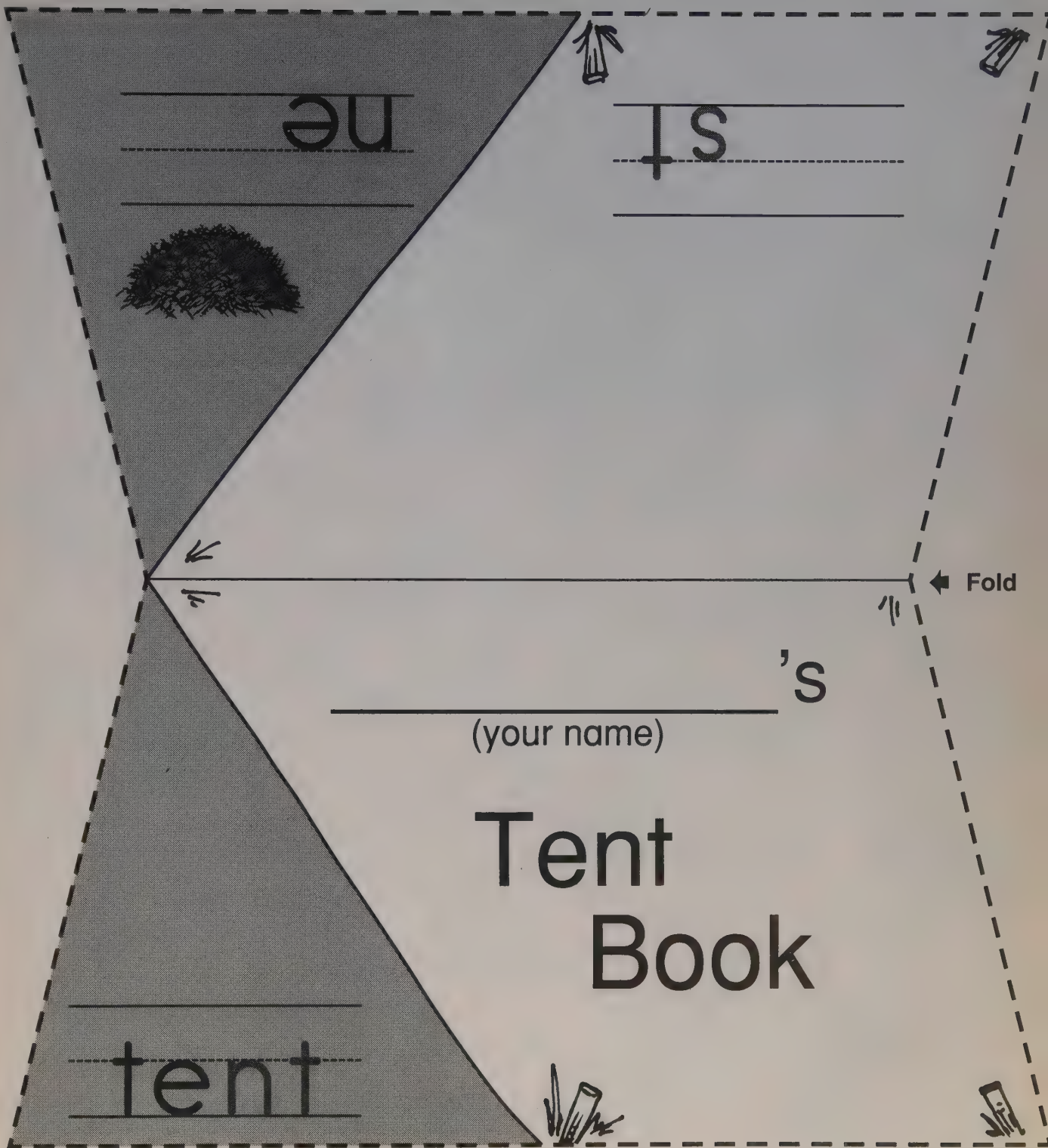
ca

la

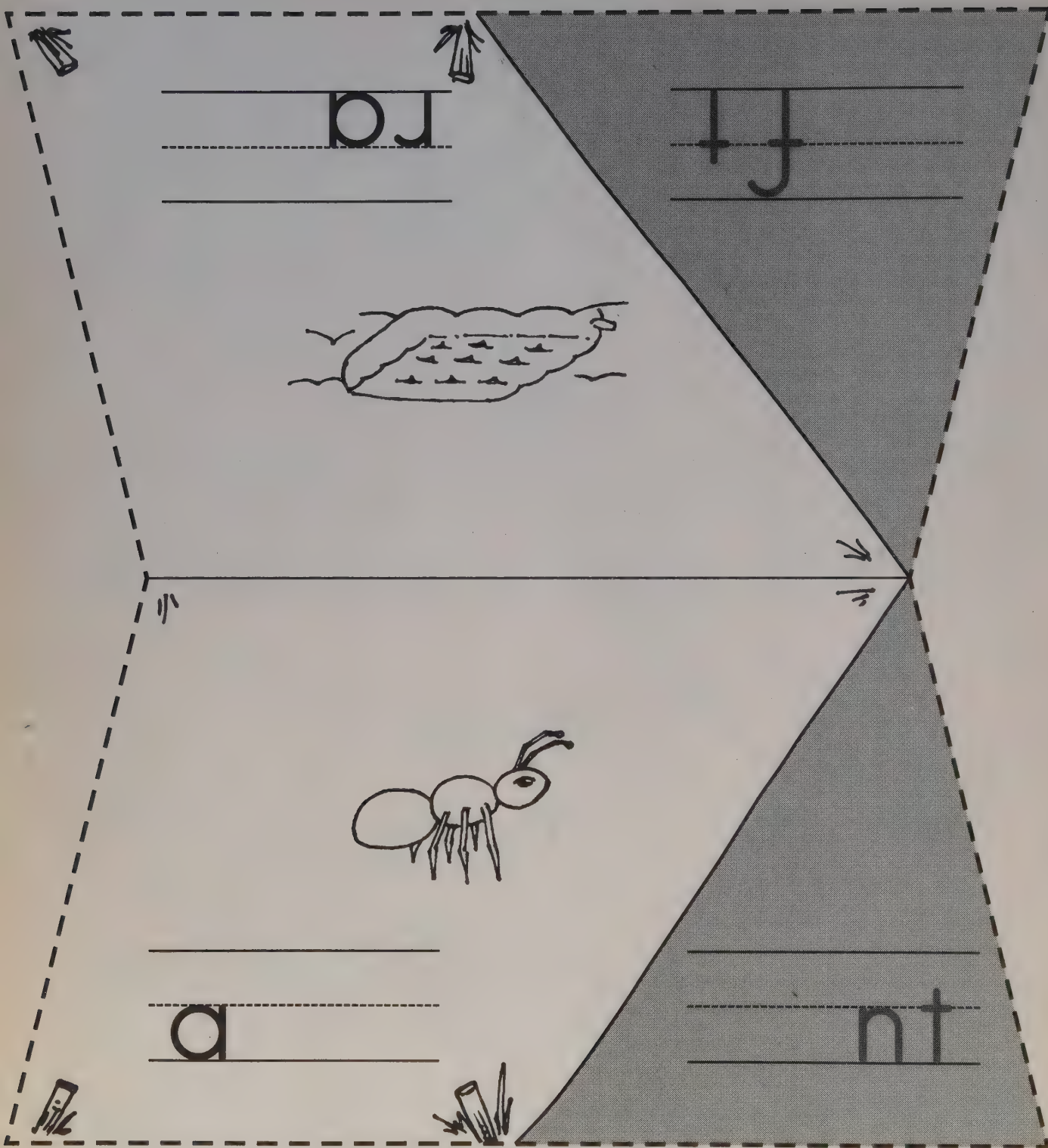


so



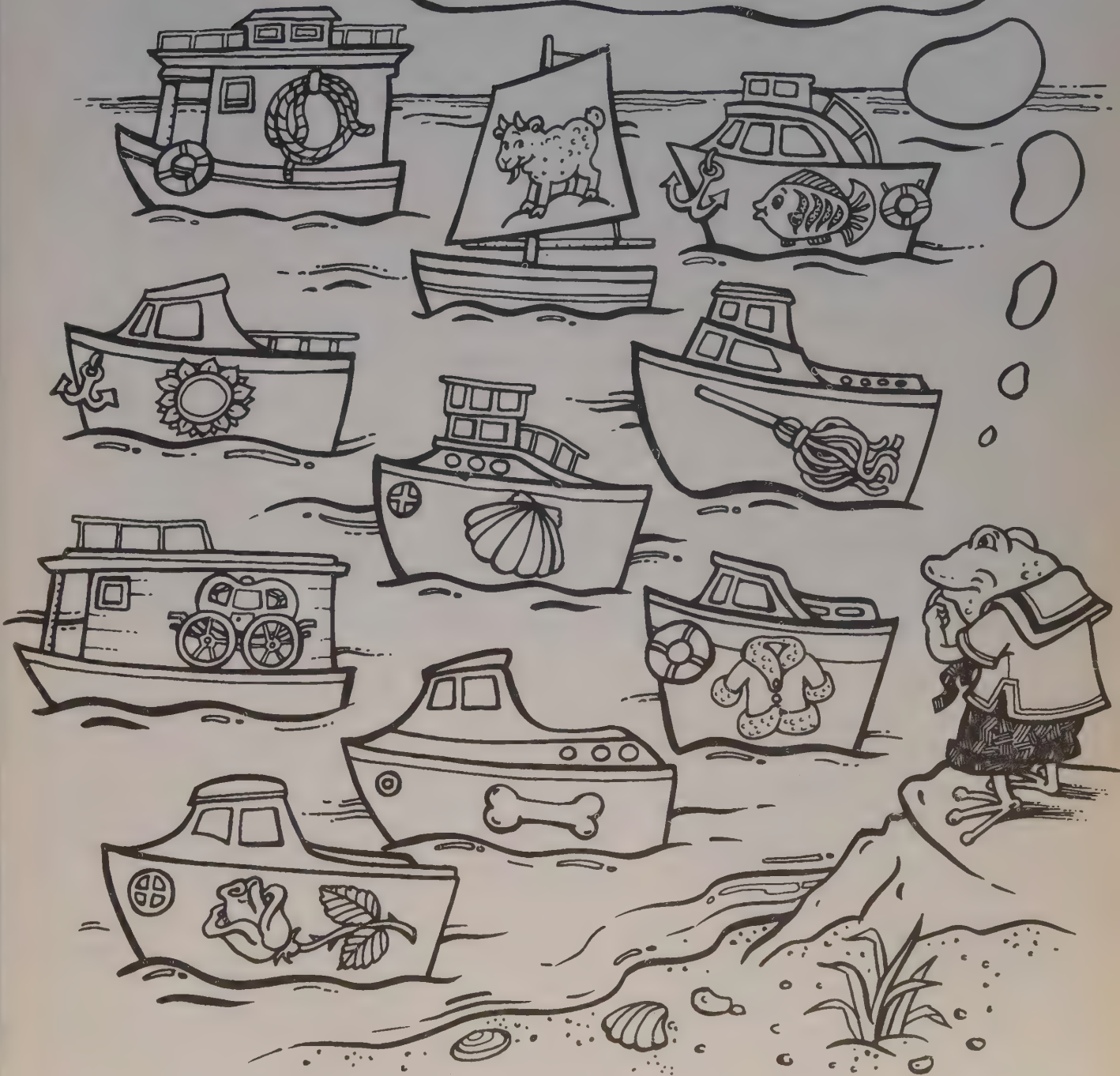


Have children cut out the booklet and fold it on the line. Have children name each picture and write *nt*, *ft*, or *st* to complete each word. Then have them draw something else whose name ends the same way, trace the cluster, and complete the word.



Name _____

I hope I can find all my boats!



Help children read the sentence. Then have them color the boats whose picture names have the same vowel sound as in *boat*.

Name _____

 A goat in a boat on a river wrote a note.	 A toad on a road saw the note from the goat.	 "I hope this rope will pull the boat," said the toad on the road.
--	---	---

Long o	
oa	o-e

Cr ____ k!



I have

s ____ p.



Hi,

G ____ t!



G ____ t



T ____ d



Have children complete each word using *oa* or *o-e*. Then have them cut out the speech balloons and finger puppets and put the appropriate speech above each character's head.

I am going
h__m__.

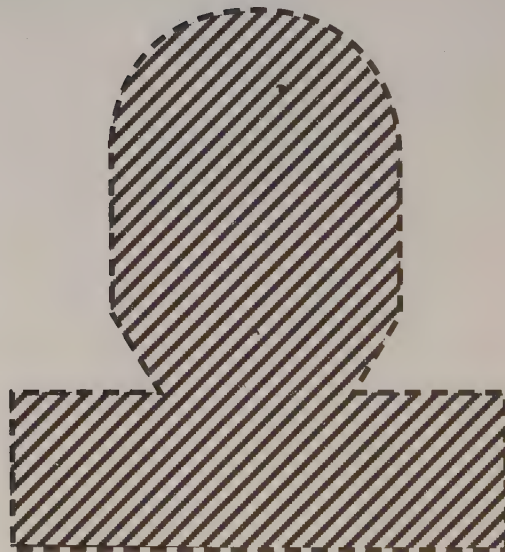
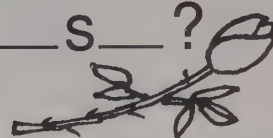


Hi, T____d!

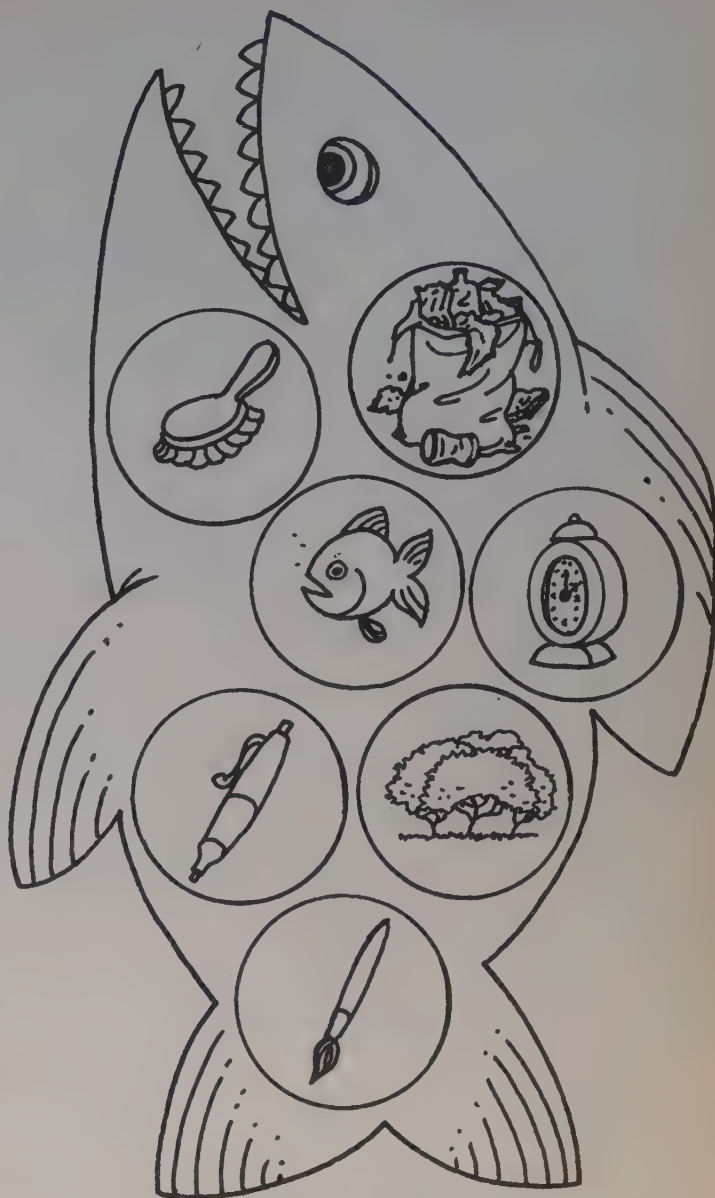


See my

r__s__?



Name _____



Sh eba the

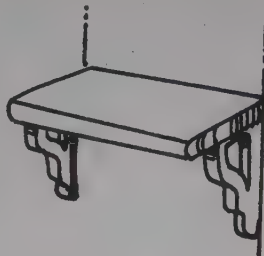
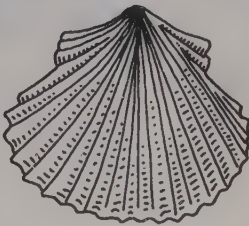
eep

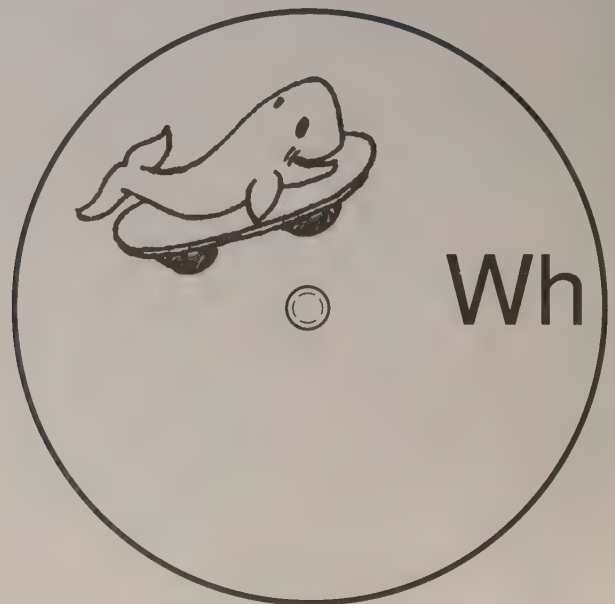
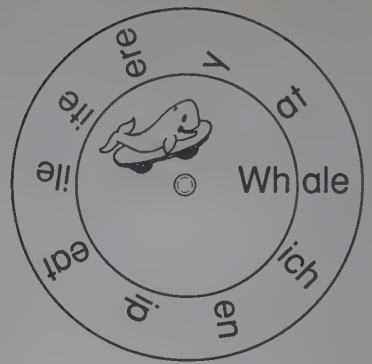
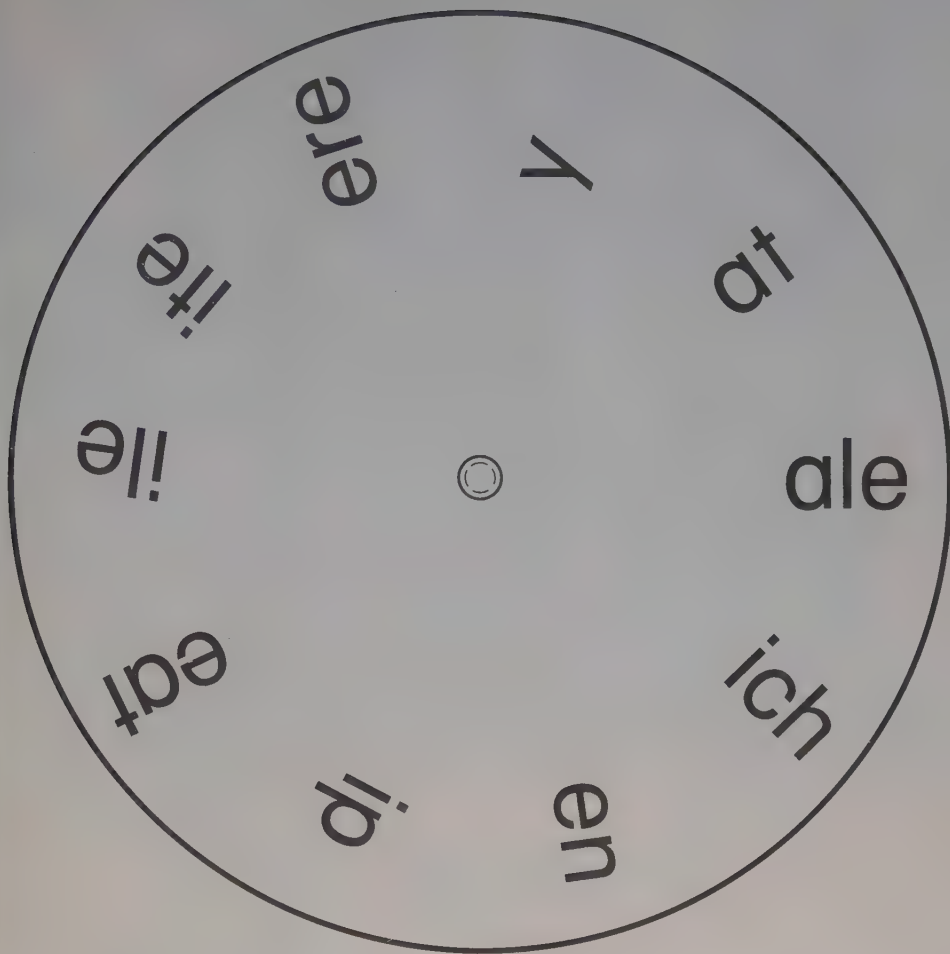
Swi sh

the Fi _____

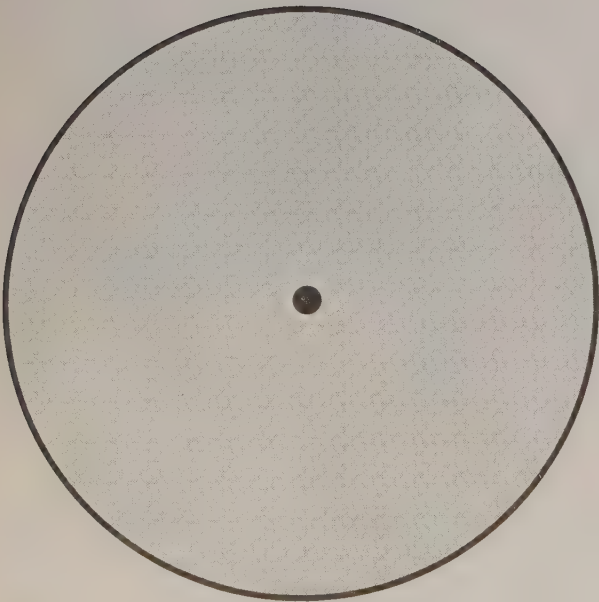
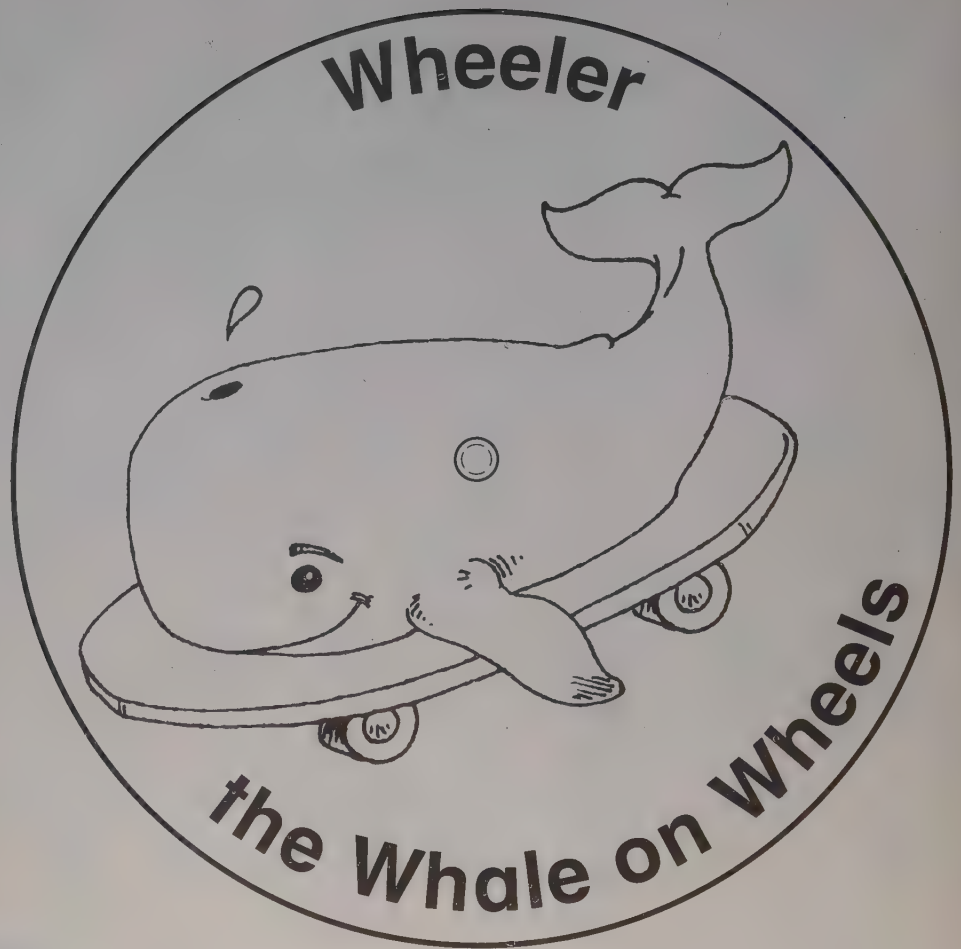
Have children trace and write *sh* to complete each animal's name. Then have them color the objects that begin like *sheep* or end like *fish*.

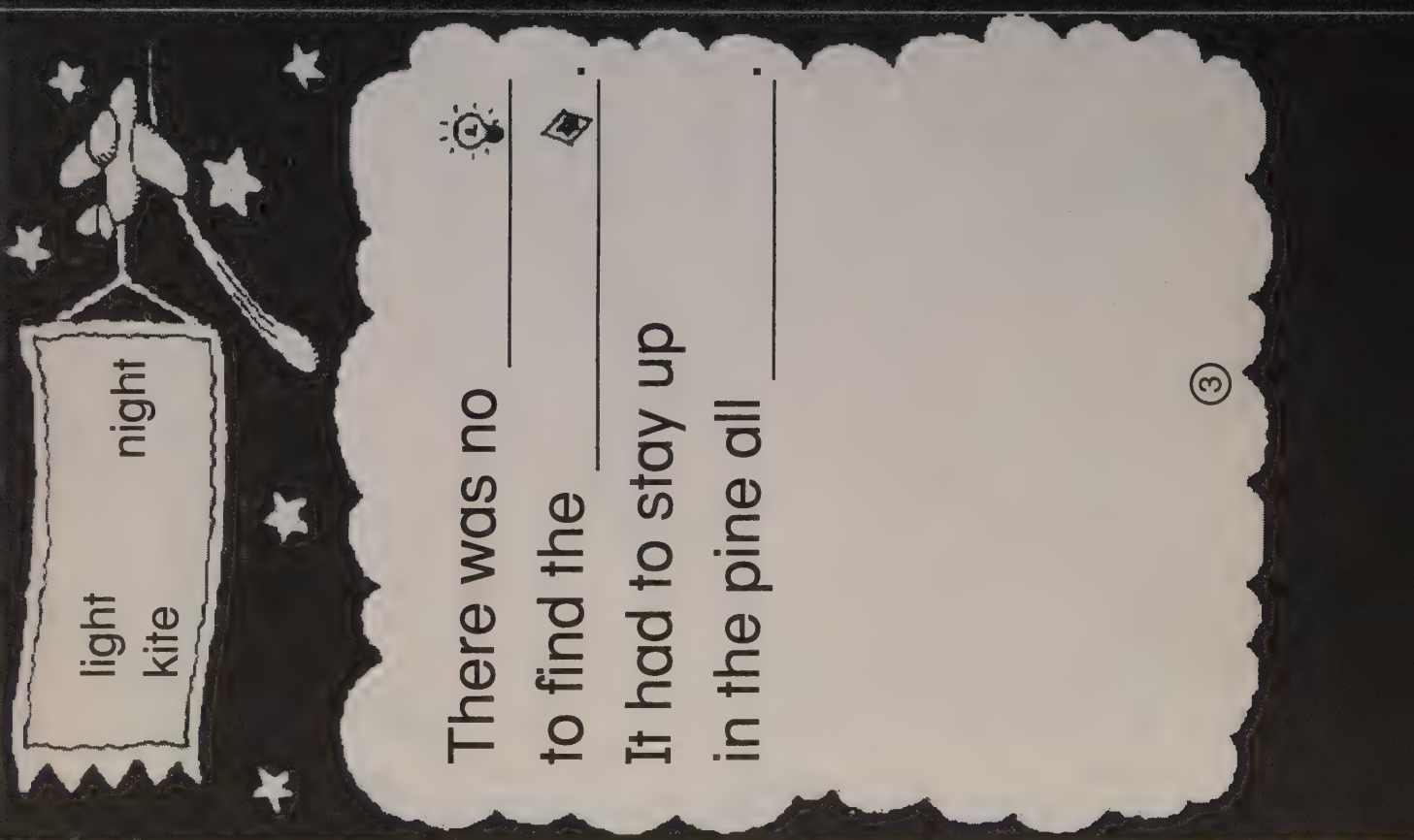
Name _____

 sheep sleep seep _____ _____ _____	 sip ship slip _____ _____ _____	 shelf self she _____ _____ _____
 six shoe toe _____ _____ _____	 fills fits fish _____ _____ _____	 shell sell spell _____ _____ _____
 dig dish dips _____ _____ _____	 start skirt shirt _____ _____ _____	 tracks train trash _____ _____ _____



Have children cut out the word wheels, and help them assemble them with a paper fastener. Have them work in pairs to read the new words. Then they can take turns using the words to tell a story about "Wheeler the Whale on Wheels."





Have children cut out and fold the book. Have them complete the poem, using the words in the boxes. Children can then illustrate the poem.

nine night
kite fine

At ten to _____
the wind was _____
Up went Mike's _____
into the _____

①

night line
kite pine

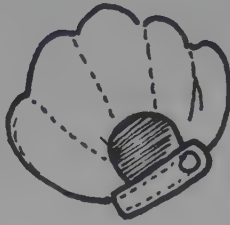
Oh, no! The _____
got stuck in a _____
Down came the _____
in the _____

②

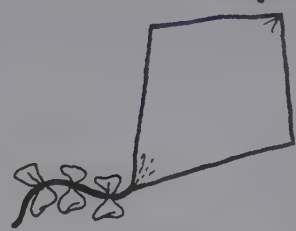
Name _____



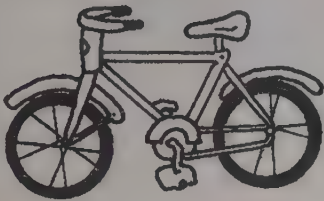
ce



m tt



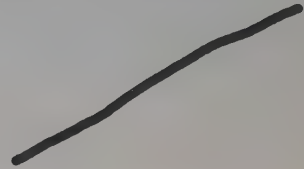
k te



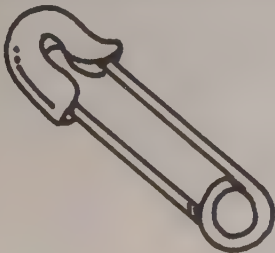
b ke



b b



l ne



p n

5

f ve



n ght

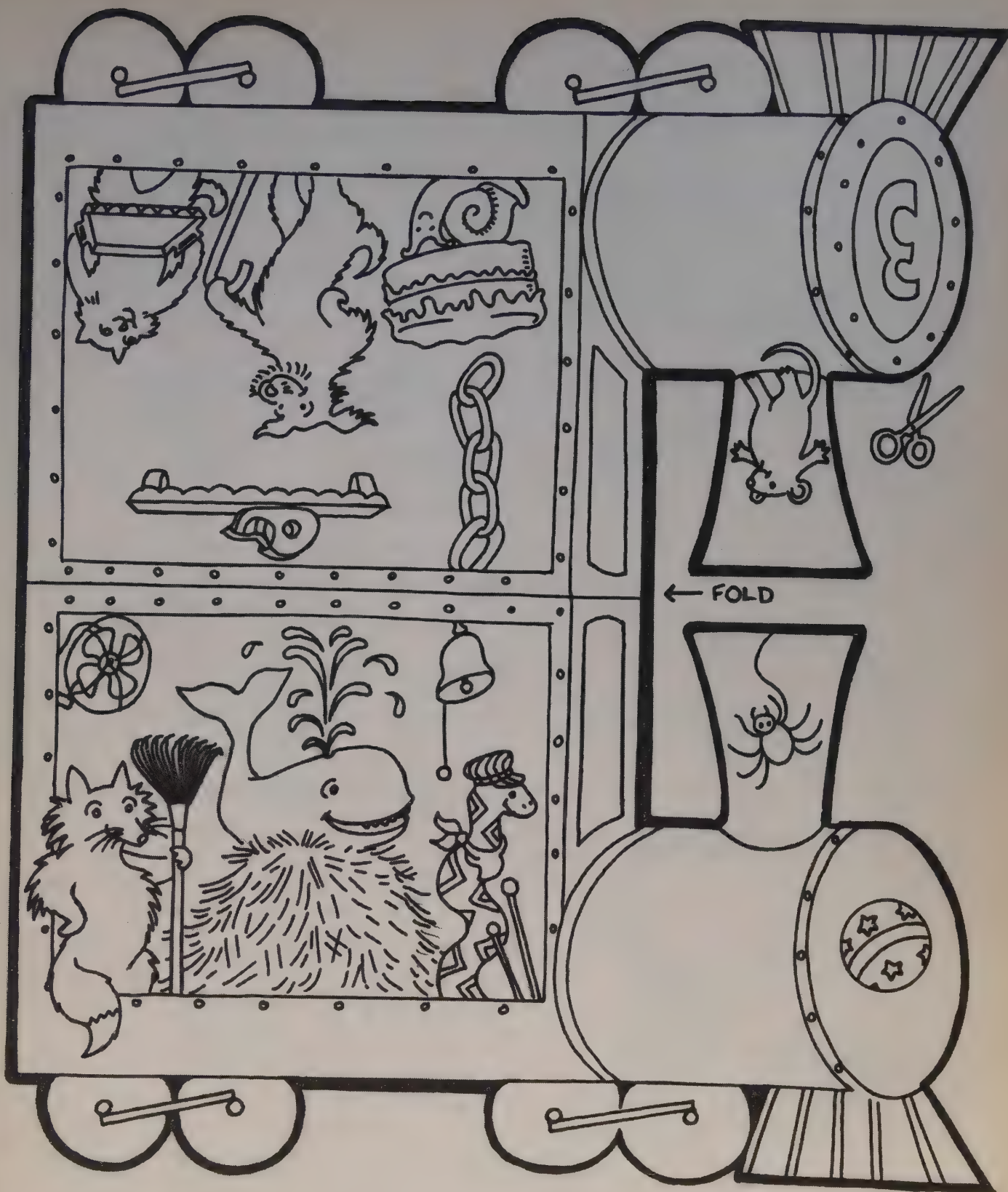
Have children name each picture and write *i* to complete words that have the same vowel sound as *nine*.

Name _____

i	k	k	i	t	e	
h	t					
v	g					
n	b					

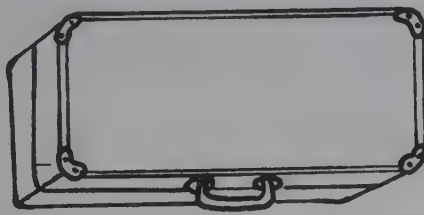
 	
 	

Have children trace the word *kite* and use the letters to write four words that have the same vowel sound as *kite*. Then have them write four of those long *i* words to match the pictures.

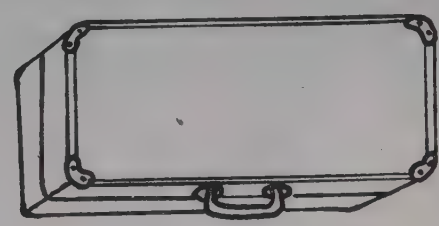


Have children cut out and fold the train. Then have them color the pictures whose names have the same vowel sound as *train*.

sh

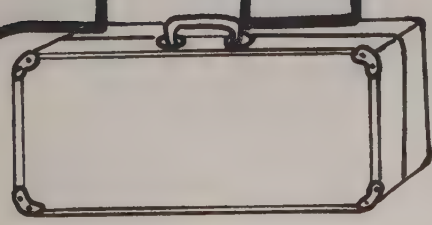


ck

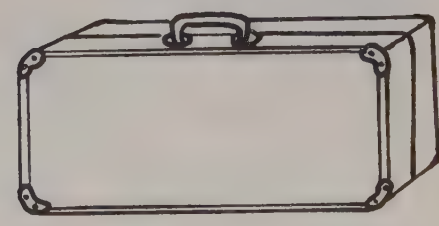


ay ai a-e

ay ai a-e



ch n

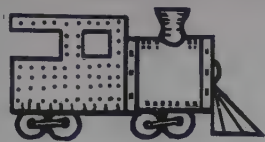


h

Have children name the letters on each sign. Then have them complete the words on each suitcase, using the letters on the signs. Have children read each word and draw a corresponding picture in each suitcase.

Name _____

1.



train
tray
tan

2.



have
high
hay

3.



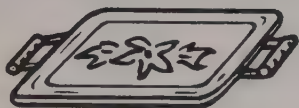
gave
game
green

4.



rake
rack
rat

5.



tree
tail
tray

6.



cane
chin
chain

7.



pick
paint
pay

8.

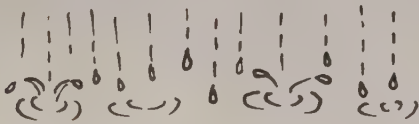


cake
kick
cave

Have children circle the word that names each picture.
Then have them write the word.

Name _____

a	y		h	a	y	
i	p	t				
e	k					
h	s	r				

Have children use the letters to write four words that have the same vowel sound as *hay*. Then have them write four of those long *a* words to match the pictures.

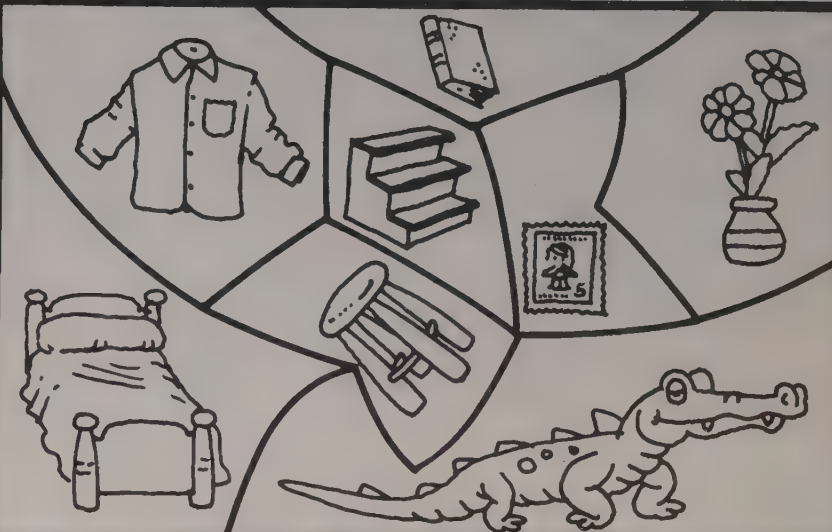
Name _____



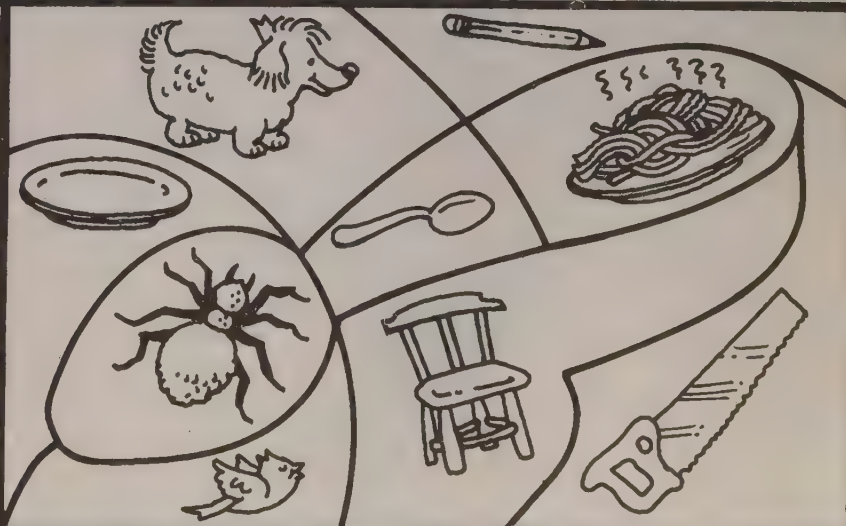
snow



stop

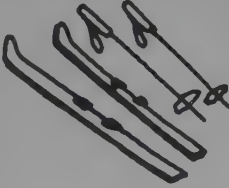
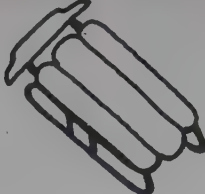


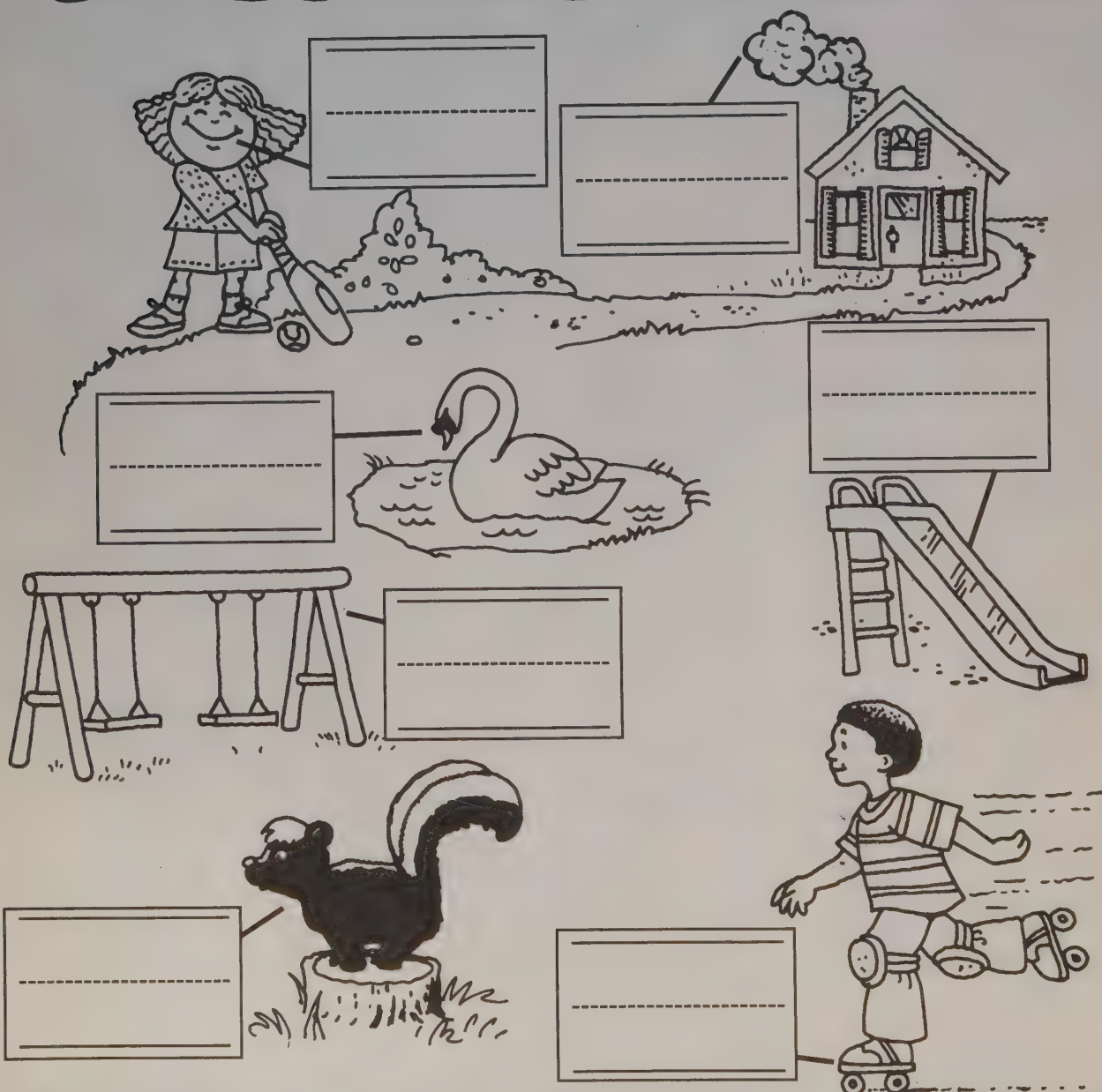
spot



In each row, have children name the picture, trace the cluster, and color the spaces that contain pictures whose names begin with the same sounds. A hidden picture will appear.

Name _____

 sk	 sm	 sl	 sw
---	---	---	---



Labels for the illustrations (from top left to bottom right):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name _____

sl

sm

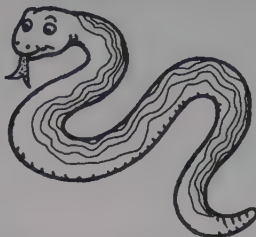
sk

st

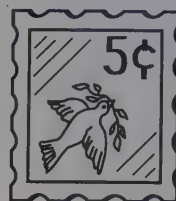
sn



ail



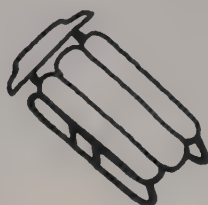
ake



amp



ate



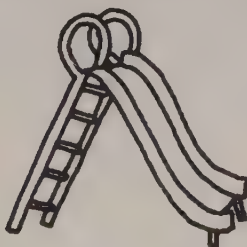
ed



unk



oke



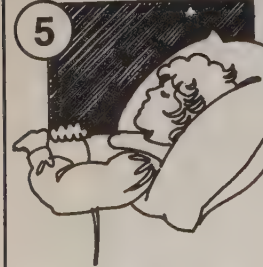
ide



ow

Have children name each picture and complete each word using a cluster from the box.

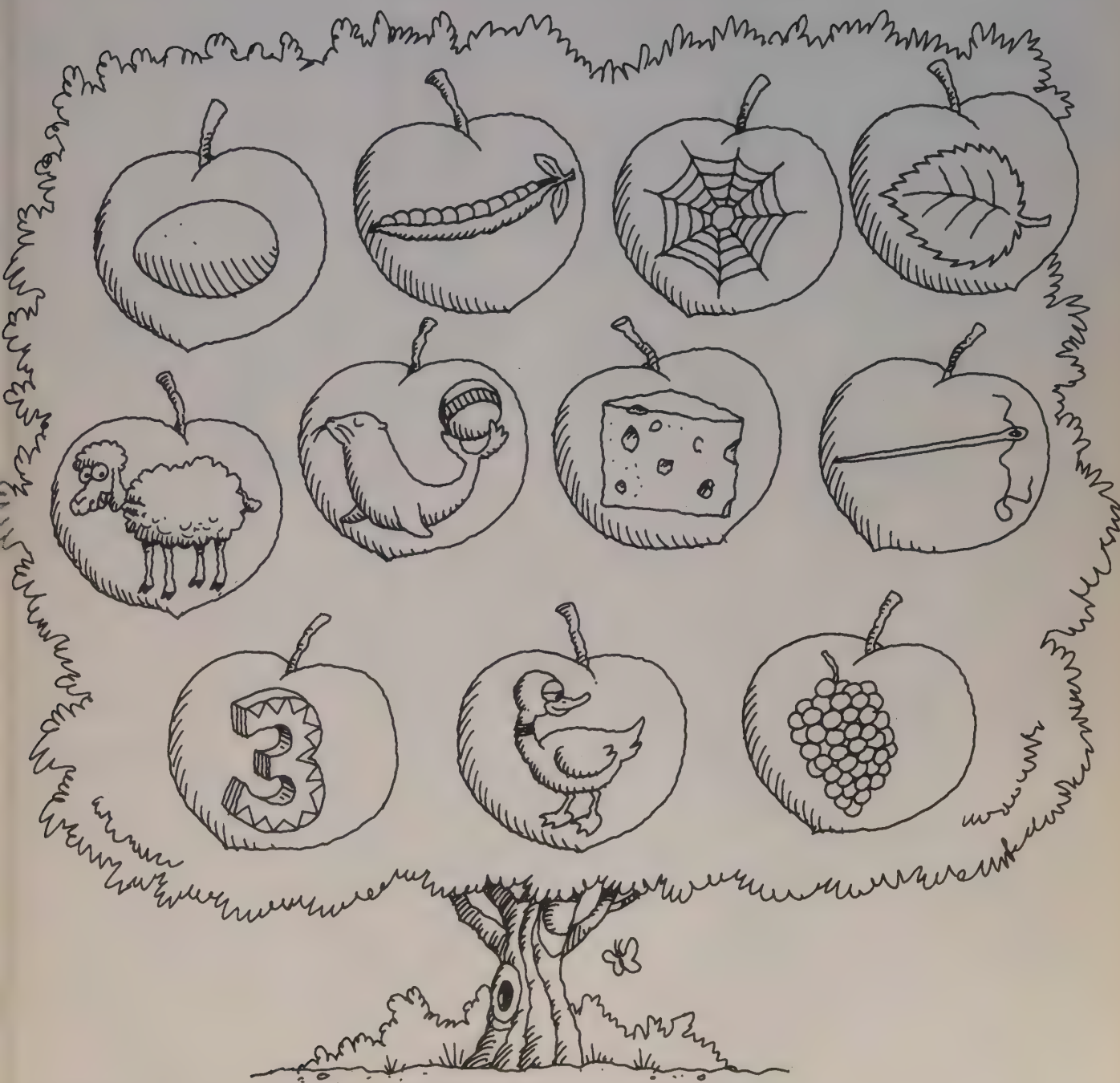
Name _____

	Look up at the ____ . _____ ----- _____	sigh sky sly
	There is a bright ____ . _____ ----- _____	scare stack star
	It never ____ shining. _____ ----- _____	stops slops slide
	It looks so ____ . _____ ----- _____	sill stall small
	It is time to go to ____ . _____ ----- _____	steep sleep snip

Name _____



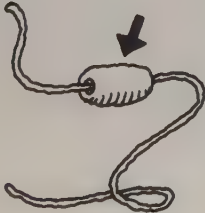
I see a peach tree.



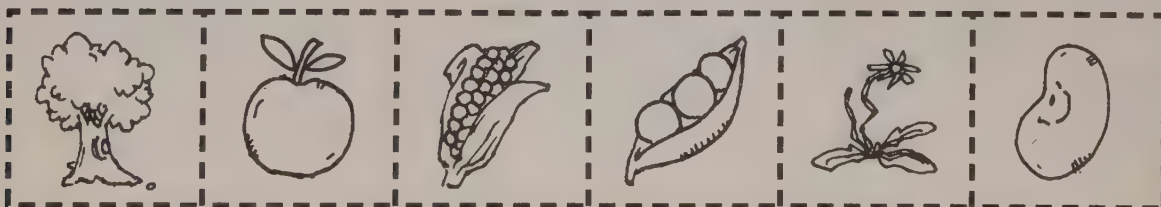
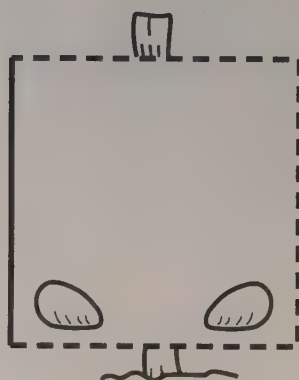
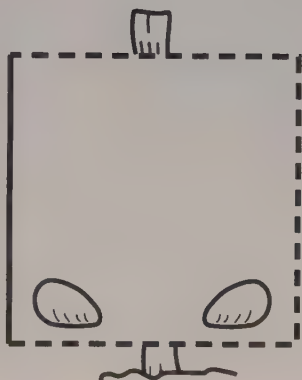
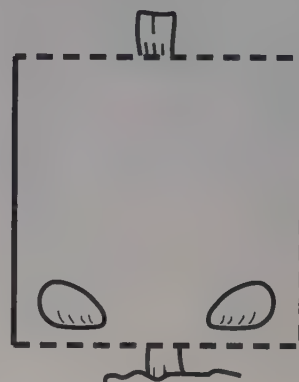
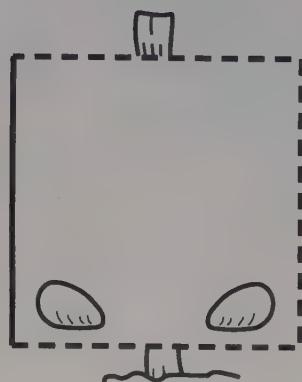
Help children read the sentence. Then have them color the pictures that have the same vowel sound as *tree*.

Vowel /ē/
ee, ea

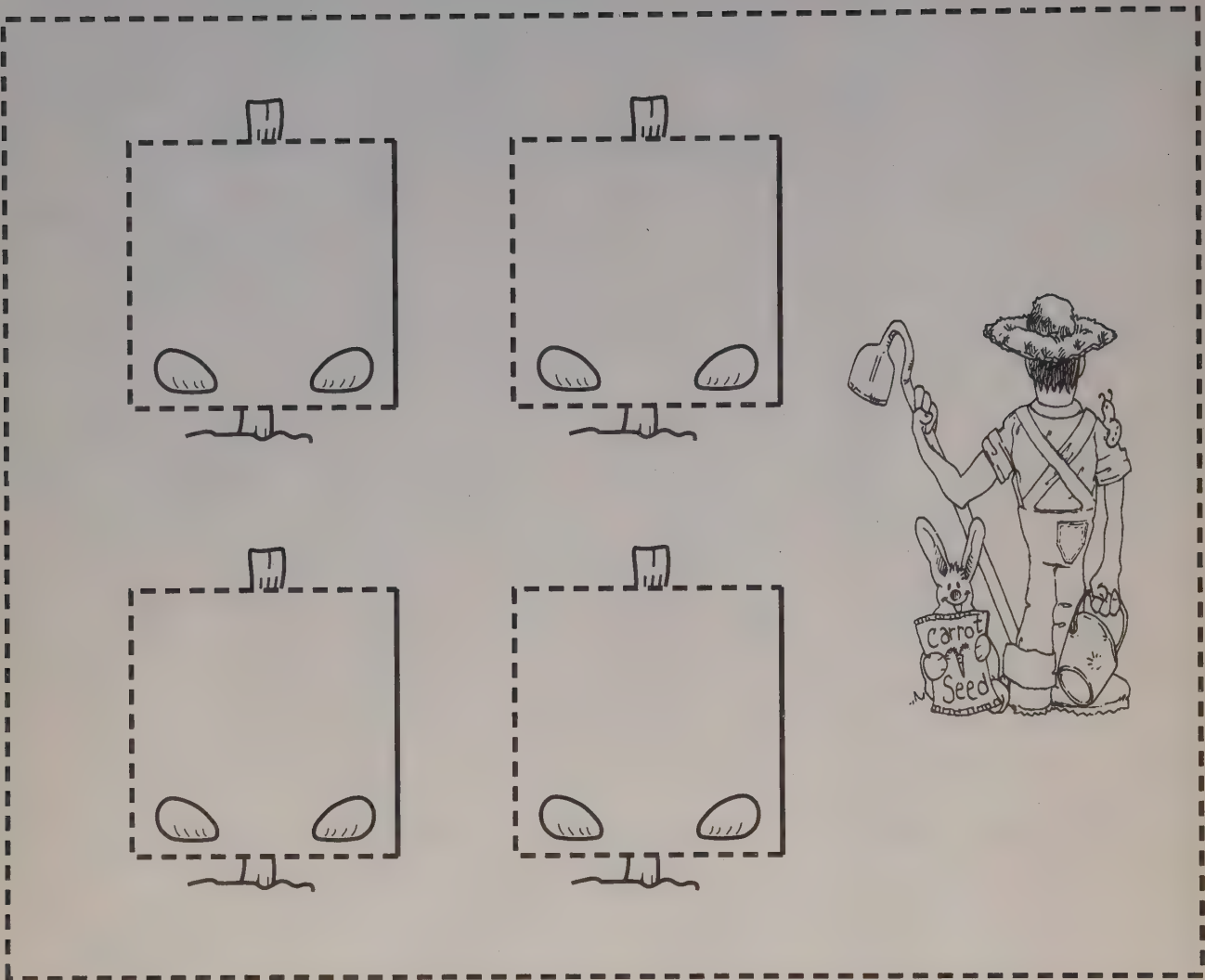
Name _____

 punch peach peck	 love left leaf	 seal sell sale
 joke jet jeep	 chest cheese chins	 try tree the
 bed bid bead	 bet beak back	 shop sheep she

Ee



Have children trace and write *Ee* and cut out the garden and the pictures. Have them cut out the signs so that they open and close. Then have children paste the garden onto paper and glue behind each sign a picture whose name has the same vowel sound as *seed*.



Name _____



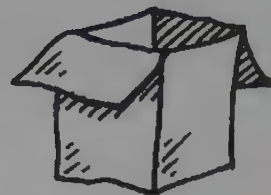
bow



b



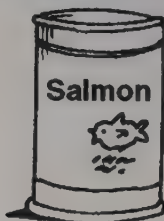
cr



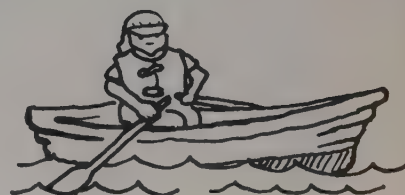
b



sn



c



r



b



sh

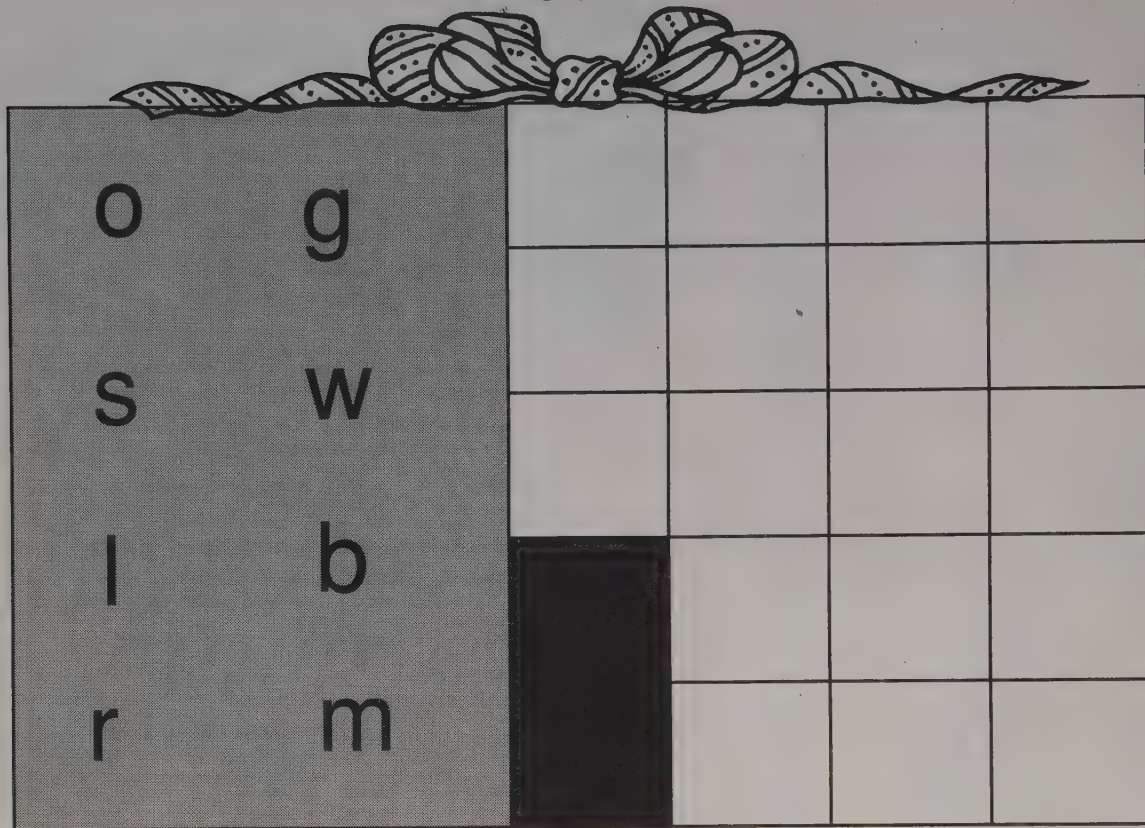


m

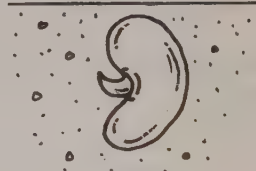
Have children name each picture and write ow to complete words that have the same vowel sound as *bow*.

Name _____

bow



1. We will _____ a bean plant.



2. Don't _____ over it when you cut the grass.



3. Beans grow high. They don't stay _____.



Name _____



1. This bear _____ a tube.
under uses us

2. It is _____.
hug hog huge

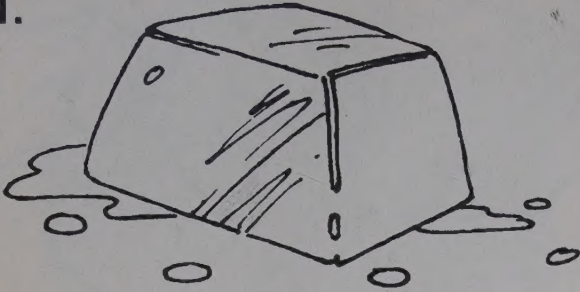
3. I like the _____ cub.
cute cut cot

4. The _____ swims to the tube.
mill mule man

Have children examine the picture. Then have them write a word to complete each sentence.

Name _____

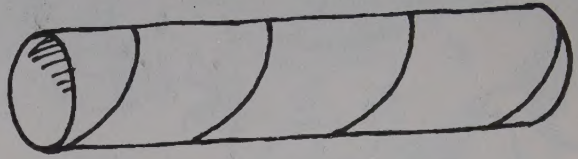
1.



cub

cube

2.



tub

tube

3.



mule

mill

4.



cut

cute

1. The baby is very _____.

2. He has a _____.

3. The toy _____ is in the tube.

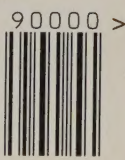
Signatures

GRADE 1

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ACTIVITY
BOOK**

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